The PENTATHLON

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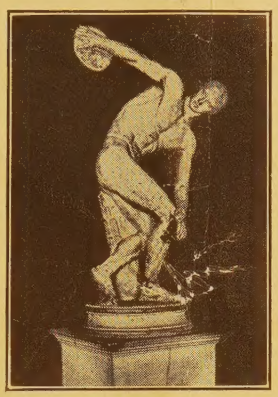

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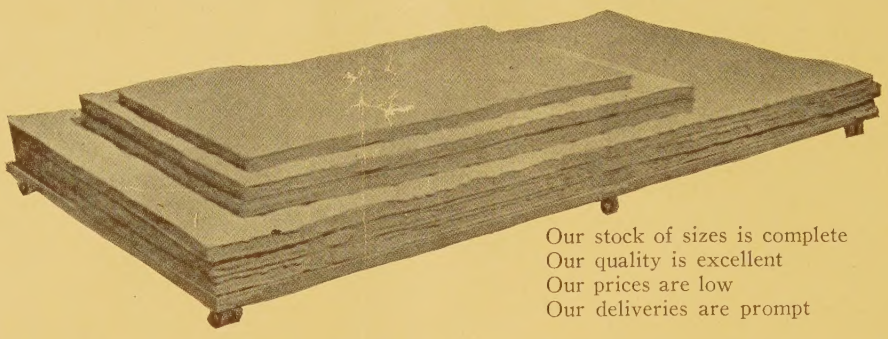

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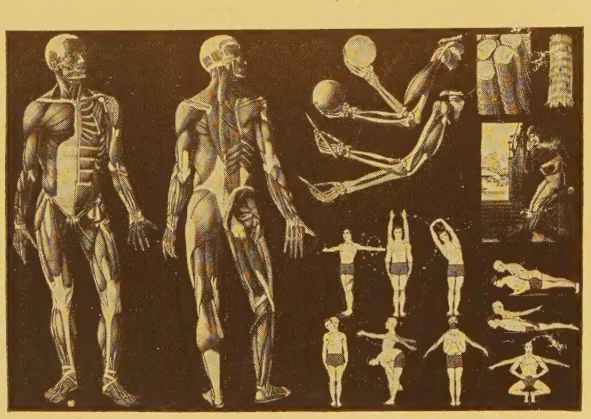

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TABLE OF CONTENTS

Mabel Lee: *Cathedral Builder or Brick Layer?* 3
Jesse F. Williams: *The Development of Professional Leadership in Physical Education* 6
Hilda Clute Kozman: *A Noon-Day Program for Junior High School Girls*..... 8
Seward Staley: *The Physical Education Program for Men at the University of Illinois* 10
Nelle Walters: *A Study in the History of Dancing* 13
Editorials: 16
E. E. Wieman: *The Planning of Athletic Fields* 17
C. E. Brewer: *How Detroit Is Meeting Its Recreation Problem* 20
D. K. Brace: *Games of the Football Type for Elementary School Boys* 24
Paul Schissler: *Intersectional Football Supremacy* 26
Ruth Kimball: *The Party-a-Month Plan—"Hallowe'en* 27
John Johnstone: *Coaching of Soccer Football for Grade and Junior High Schools*.. 28
Elizabeth Beall: *Practice of Speedball Technique for Girls* 30
J. H. McCulloch: *Natural Activities on Apparatus* 32

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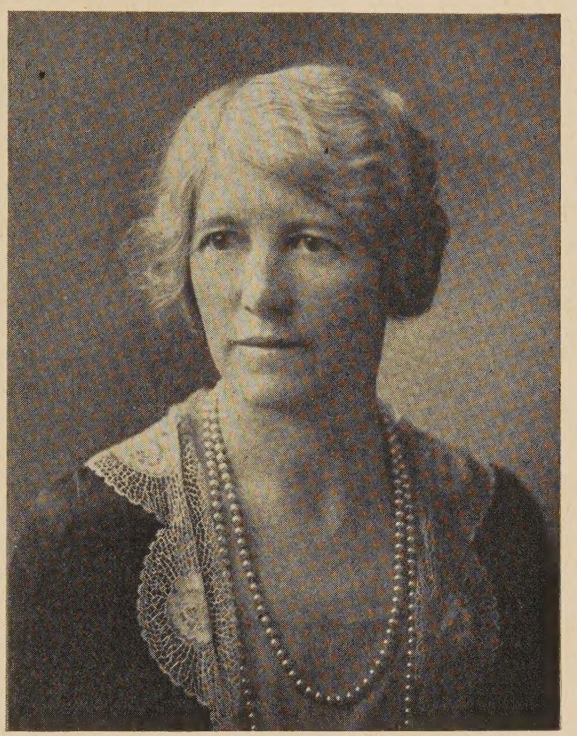
Cathedral Builder or Brick Layer?

By Miss Mabel Lee

Professor of Physical Education, University of Nebraska

President of the Middle West Society of Physical Education

ONE day a stranger stopped to watch some laborers at work on a building in a large city. After a while he called to one workman, "What are you doing?" whereupon the reply came back, "Oh, I'm working for $7.00 a day." Not satisfied he put the question to a second man who replied, "I am laying bricks." Soon he noticed a third man with an expression of deep interest in his work on his face, so he approached him with the question, "What are you doing?" "Why," said the man in great solemnity, "I am building a cathedral."



MISS MABEL LEE

As we are starting out on a new milestone of teaching or perhaps might even be starting our very first milestone, it behooves each of us to put the question squarely up to our scheme of life. "What am I going to do this school year, work for wages, teach classes or build characters?"

Is the teaching of athletics, gymnastics and dancing *in itself* to be the final goal of our work? Or are we going to use this teaching as a tool by means of which we will show our students an important phase of correct living? Are we going to exercise our pupils and let it go at that or are we going to teach them the why, the when, the where, as well as the how of exercise and its correct relation to the rest of living? Are we going to teach our boys and girls how to break records in the field of physical achievement and let that be our goal or are we going to teach them how to master and control their bodies for life's emergencies? Are we selfishly planning to expend our best efforts upon the boys and girls who are already physically fit in order to make a spectacular showing for our work and to increase our own fame and prestige? Or are we also going to give our very best talents and energy to help those who are not so physically fit and who so very much need us to lead them to better living?

Are we going to "lay bricks" or "build a cathedral" this year? The man who will build a cathedral must of course lay bricks, many, many of them, but each brick must bear its correct relation to the finished structure in the architect's mind if the brick laying is to lead ultimately to a beautiful cathedral. *Our* materials to work with are competitive athletics and class technique in gymnastics and dancing, and if each brick is laid in correct relation to the final goal to be achieved, our good brick laying will ultimately build a beautiful cathedral of health and character. The physical skills we perfect and polish must not be isolated from this larger goal.

It is easy to philosophize about ultimate aims — not so easy to attain them. We can resolve to make our work build chracter but until we understand what parts make up character and then drive at those parts we will never arrive at our good resolution.

A first step in helping others with their character building surely must be an honest search of one's own habits of life. Preaching is ineffective from one who does not practice his own precepts, and children are quick to sense it if a teacher does not "play the game" himself.

The Physical Education Teacher's Own Hygiene

Can we really do a self respecting job of teaching any phase of physical education without constantly injecting into our administrative work, our teaching, our private conferences, precepts on how to live at one's best physically? And can we do this self-respecting job conscientiously if we ourselves do not try to live at our best physically? How about reviewing our hygiene habits before talking to others about theirs!

The Life Extension Institute through its book, "How to Live" prepared by Fisher and Fisk, has given us an excellent yard stick for hygienic living. We would all do well to make for ourselves two copies of the Sixteen Rules of Hygiene and post them in conspicuous places —one in our bedroom and one in our office.

It is easy to imagine that 99 per cent of our failures at hygienic living are due to our failure to plan ahead

on our schedule of 24 hours each day. We never get our work, play, rest and sleep put together in the correct proportions for ourselves without studying carefully our own bodily needs and limitations and then setting up a standard 24 hours to go by. Luther Gulick in "The Efficient Life" says: "There are conditions for each individual under which he can do the most and the best work. It is his business to ascertain those conditions and to comply with them...People do not keep up the supply of nervous energy to that point where big ideas or great execution are possible. They let themselves be so ground down by the deadly details of daily work that the real things, the great opportunities slip by through lack of power to act at the critical moment"—and further he says: "The business of the following day will go more smoothly, more successfully, if it is forgotten for a while. The man who will persistently play well is doing something worth while."

You can say you will play each day but if you do not arrange with a playmate for the time and place and make very definite plans ahead of time, and put it on your schedule, the chances are great that you will not do it; your resolution will dwindle away in mere idle talk. You cannot conscientiously count the time you are leading pupils in play as your play time—no fair cheating that way! You know it is not recreative play for you even though it is something you enjoy doing. For your play, you must be free of responsibility.

But we must not stop merely at planning for our play time. Rest time is also important. To quote Mr. Gulick again, "A man cannot have a more valuable asset than a reserve, an inner power of resistance. It means joy instead of dumps, success instead of failure —vitality is not simply freedom from disease. Most of us have vitality enough if we will only make use of it—learn how to develop and stimulate it...The man who has no quiet and no rest assimilates relatively little."

On the other side of the ledger we find the word Fatigue. It is really a matter of taking your choice. Rest or Fatigue? Luther Gulick in his two books "The Efficient Life" and "Mind and Work" covers so ably and so interestingly all phases of hygiene that it is a great temptation to be forever quoting him. On the subject of fatigue he says: "The only thing to do with fatigue is to get rid of it as soon as possible—It is a bad time to make plans for the future. A man has lost his faculty of seeing straight...Excessive expenditure of energy needs to be balanced by excessive rest."

Another writer, John Palmer Gavit, states well the case against it in his book "College" when he says: "Minds, like metals, get a permanent set, and fatigue is a far more potent cause of discouragement and misdoing than we commonly realize. It is only a bent or broken spirit that does not rebound when you take the load off."

There is a phase of hygienic living that is so frequently overlooked by men and the habit of ignoring it is growing rapidly among women. The twelfth rule of hygiene is: "Do not allow poisons and infections to enter the body." The thought just now awakened by that rule is on the question of smoking in its relation to hygienic living. How can these two possibly go together? And why the great silence maintained by all of us so-called apostles of health at this time when the Tobacco Interests are being heard so insistently from all directions? It is interesting to note, however, that a start is being made at breaking this ominous silence. The August Good Housekeeping tackles the problem in a straight-forward manner through its article by Allen L. Benson entitled "Smokes for Women." And it is not the only source of attack on the tobacco interests of late. Senator Reed Smoot of Utah from the very floor of the United States Senate has openly denounced the present campaign of the cigaret manufacturers "to create a vast woman and child market for the use of their product...by misrepresenting established medical and health findings in order to encourage cigaret addiction."

I wonder why we of the physical education profession have not raised our voices in protest long ago at this rising tide of drug propaganda. The Good Housekeeping article quotes men of our profession who have spoken against this evil. Reading between the lines, I get the impression that a statement from our profession would be a weighty one with the public. And well may it be! Why do not we, the physical education teachers, recognize the tremendous influence we might wield by taking a fearless stand against smoking by young people? No other teacher can begin to approach the ideal situations we find at our disposal, in order to instruct effectively, boys and girls, young men and women about the harm of smoking before reaching full maturity.

But in addition to this question of actually instructing youth in these matters there arises the question of personal influence. Teaching, as well as the ministry, is a profession full of pedestals. As long as we stand on a pedestal before those we seek to lead, our teaching is effective, but let us take one step down from it and we lose ground. To use drugs ourselves is to purchase our silence concerning their use by others.

The Physical Education Teacher's Relation to the Physical Education Department

What is your leadership worth in your department? Are questions settled according to the relation they bear to your professional philosophy or do you take the easiest course depending upon the particular wind that blows each day? How free is he who is bound by a workable philosophy of life. Tagore says, in the "Problem of Self" in "Sadhana," "Our life, like a river, strikes its banks not to find itself closed in by them, but to realize anew every moment that it has its unending opening towards the sea." What is it that you want your profession to bring to you and what do you want to give to your profession? How does your philosophy of life fit into your profession and how does your profession fit into your philosophy of life? The answers to these four questions will make up the platform for your work. Then you are ready to proceed to the practical details of your job.

If you have the job of planning schedules, will you plan one that will serve the best interests of the pupils?

What sort of costumes will you select for your pupils? Will you give these matters careful thought in order to determine what are the needs of your pupils—what are the climatic conditions in your geographical location—what is the financial situation of the majority of the pupils—what activities are the costumes to be used for—are they to be worn in public or in a secluded place?

Thought should be given to such decisions. Just now this is a fast changing world for girls' athletic and gymnastic costumes. Much experimenting is going on. It is a healthy activity and surely some time soon, some one will hit upon the very thing we all are looking for. In the meantime conservatism cannot be a fault. Miss Amy Homans once said to us at the old Boston Normal School of Gymnastics: "Always dress as though you had had some clothes last year." I have never forgotten that, and the advice holds just as good today as it did twenty years ago. Indeed it seems quite pertinent advice to offer now in today's frantic search for something new in women's gymnastic costumes.

What sort of program of activities do you offer your pupils? Why do you offer such a program? Is it the very best you can give in the light of today's information and the new offerings of scientific study in the fields of psychology, sociology, kinesiology and hygiene?

What are your athletic standards and ideals? Whatever they are they will soon become the athletic standard and ideals of the most of the pupils under your care. So give careful thought to your answer. No woman physical education teacher can afford not to join the Woman's Division of N. A. A. F. and acquaint herself with its platform and ideals. And she should go still farther...she should have it on her conscience to spread its gospel throughout her community. Mrs. Herbert Hoover was the guiding star in its organization at Washington in April, 1923. She still retains her keen interest in its work. It has grown in these few years into a very important national organization, and it has within it the possibilities of becoming the most powerful woman's organization in the country. By powerful—I mean not political power, but power for good, for character building. Every woman in the United States who is interested in any phase of athletics for girls and women should join this organization and give it her moral and financial support. Standards are similarly changing in the world of men's athletics. Frederick R. Rogers' book, "The Amateur Spirit in Scholastic Games and Sports," and John R. Tunis' book, "Sports, Heroics and Hysterics," show the new trend of thought and it is most interestingly presented.

The Physical Education Teacher's Relation to Other Teachers

Do you expect co-operation from the other teachers, from the principal and superintendent in your work? Well then, are you willing to sacrifice your work when demands arise for the greater good of the whole school? Do you belittle to a pupil the work she should do for other teachers? Our athletic coaches are frequently guilty of such a charge. How common it is to hear of a coach who talks against a teacher before a boy who is down in that teacher's work and therefore in danger of not being eligible for a game! The coach lets the boy understand that the teacher has been unjust in not giving him a good grade since he is needed on the team—in fact, the teacher's very loyalty to the school is in question for such an act.

Every time a coach does a thing like that, he loosens a little of that boy's moral fibre and misses a golden opportunity to drive home to that boy the need of renewed energy at his studies so he can *keep himself* on the team. The incentive is there—why not fire it instead of killing it for the boy? Every time a coach stands by the other teacher against the boy, yet in a big brotherly "want-to-help" attitude, he helps to strengthen that boy's determination to win and to win by his own merits and not by grace of concessions from others.

But the coaches are not the only offenders in our profession. There is the woman teacher, who finds it suits her convenience better to give a pupil a physical examination at a period when the girl is supposed to be studying history. And so she writes a note explaining that it is very important that Mary be excused for a physical examination, and Mary is started on a downward path of slighting other work. She senses the attitude of the physical education teacher whom she adores and serious damages are done the girl's moral fiber.

Many similar situations will confront the physical education teacher. The handling of such situations readily classifies a teacher, man or woman, as either a day laborer—a mere brick layer—or as an artist who sees before him the vision of the beautiful cathedral he has a share in building.

The Physical Education Teacher's Relation to the Community

What is your leadership worth in your community? Do you, through your teaching of healthful living, reach out into the community? Have you established friendly relations with the medical profession and assured the local doctors that you wish to work with them and through them to help the children learn to live healthfully? Do you make them feel that you welcome their advice and suggestions and wish to co-operate? I have known of young teachers who have felt resentful towards doctors because of notes they have sent regarding the health of certain pupils, demanding that they be excused from physical education work. Such a time is a golden opportunity to have a friendly talk with that doctor, to let him know what you are prepared to do for that child. Tell the doctor you welcome his advice in regard to the child and beg his assistance in helping you with its hygienic and postural difficulties. Invariably, after such a conference, a doctor will ask you to destroy the first note from him and will say that he really thought physical education meant playing only football or basketball, which would be harmful to his patient. And now that he understands that physical education, as *you* teach it, means helping the physically weak chil-

(Continued on page 36)

Development of Professional Leadership in Physical Education

By Jesse Feiring Williams, M. D.
Professor of Physical Education, Columbia University

EARLY EFFORTS. The early efforts in the professional training of physical educators in America exhibit a varied background. The writing and lecturing of Catherine Beecher and Dio Lewis culminated in the first training center in America founded by Lewis in 1861 in Boston. This, the Normal Institute for Physical Education, graduated with a diploma more than 250 persons from 1861 to 1867. The Jahn gymnastics introduced by Follen at Harvard in the spring of 1826 eventually led to the development of a second training center through the zeal and professional enthusiasm among members of the North American Turnerbund. The outstanding leader in the movement was George Brosius, whose name is perpetuated today in Camp Brosius of the professional school at Indianapolis.

JESSE FEIRING WILLIAMS, M. D.

From these early beginnings, the movement to train teachers of physical education has grown rapidly. Dr. William G. Anderson, still active in the work of his department at Yale University, contributed greatly to this effort in the Brooklyn Normal School, the Anderson Normal School, the New Haven Normal School, and the Chatauqua School of Physical Education.

Aside from the special needs of the college of the North American Gymnastic Union whose purpose at the beginning was to train leaders for the various Turnvereine in German communities, and the special needs of the Y. M. C. A. in its different training schools, the professional training of physical education teachers has been projected toward the schools. The motive dominating this early training was initiated and shaped largely by school people.

The great battle for free public schools in America culminated in victory for those supporting free public education. But coming at a time of stupendous industrial and social reorganization of society, educators considered the purpose of physical education to be remedial. Uncritical in their judgment, they failed to understand the character of the problem, and never appreciated the relatedness of swiftly moving social changes. To them, physical education was demanded by the exigencies of school keeping, and so, at the famous Physical Training Conference in Boston, in 1889, educators set the cast of physical education for a generation.

In effect, this conference did more to retard a rational and scientific development of physical education than can ever be fully estimated. The experts of physical training assembled their own special systems, and displayed them as manufacturers today display their products in shows, expositions, and exhibits. The ones with the best display, the best salesmen, the most plausible claims won the day.

The schoolmen said in substance, "We want something that can be carried on in the classrooms, because activities carried on outside the school building are not educational." The experts replied "We have just what you want." The schoolmen said, "The physical education you offer must not require trained teachers." The experts acquiesed, "Splendid, our samples can be taught by anyone." The schoolmen said, "It must not require apparatus." The experts agreed with the comforting note, "Exactly, our program requires nothing."

And so today, the body of physical education in the schools consists of exercises that are taught in the classroom, that are led by an untrained teacher, that require nothing but a manual and a monthly visitor, called a supervisor.

THIS developed because of the view that physical education was a corrective, rehabilitating, remedial agency. It was the logical view for schoolmen, for they were then fully caught in the dualism of mind and body. To them, the child was in school for training the mind. The body that happened to come along was an inconvenience; it was tolerated, and it should be corrected if it became weak, crooked or useless. Even today there are teachers, principals, and superintendents who glibly speak of the unity of mind and body, and go so far as to cite the psychological evidence for the unity of the personality, but fail utterly in planning for the physical aspects of the child whose mind so completely captures their attention.

There has also been a motive to make of physical education an end in itself, a kind of physical culture concerned with its own egocentric affairs as G. Stanley Hall

was inclined to remark. Efforts at the education of man have ever tended toward narrowness and special disciplines, have ever suffered from absurd myopias. The medieval church that saw the only true reality of life in spirit, the school master fascinated by the promises of mental development, the physical culturist bent upon bodily outcome, are three phases of a narrowness that ever encroaches upon us. The cult of spirit, the cult of mind, the cult of body have gone against not only the insight of poets but also the experience of mankind. Of the three, the cult of muscle has been the most ridiculous. Physical culture never assayed the wisdom of the world nor the immortality of man. It was ever satisfied with posture, perspiration and peristalsis.

To the extent that physical education has gained a reputation as a corrective and remedial agency on the one hand, or a special cult of bodily exercise on the other, it has forfeited all opportunity for leadership in the affairs of education. When the profound problems of human society such as leisure time education, social responsibilities, productive efficiency, increased mortalities in the upper age levels, come up for consideration, education is asked to suggest its contribution to their solution. To the extent that the training of physical education leaders fails to awaken appreciation of such social problems, we are unable to talk about leadership in physical education. We will be ever followers, the hewers of wood and the drawers of water.

I PROPOSE the thesis, then, that the development of professional leadership in physical education requires first, recognition of the fact that physical education is primarily an educative activity, and only incidentally and indirectly a corrective, remedial, and rehabilitating procedure; secondly, that it is not an education of the physical (a physical culture) but an education through the physical. If the above requirement is approved it follows that professional schools have some very important tasks ahead of them in the training of leaders of physical education. The following would appear to be true:

1. The professional training of leaders in physical education should be given in an educational atmosphere.

Some years ago at a meeting of the National Education Association, an educator severely criticized the narrow, specialistic attitude of physical educators. He committed the mistake of indicting a profession for the failure of some of its members. We have sympathy for those who cannot quite understand the purpose of physical activities in education; and we should never be too harsh with our critics for after all we have an immense advantage over them; we know a dumbbell when we see one.

Nevertheless, there are schools of physical education where the students begin and end the day's schedule in a gymnastic costume, with physical education courses throughout. This suggests that they revolve in a little world of their own and learn little of the meaning and significance of what they propose to do in the schools and colleges of the nation.

Since the business of physical education is primarily educational, the professional training should proceed hand in hand with principles, philosophy, and purposes of general education. We tend to criticize schoolmen for neglecting the physical aspect of the individual's life and rightly so, at times. By the same measure, we must train our future leaders to recognize and appreciate the goals of education, its most valued subject matter, and the meaning of it all in individual and in school life.

2. To have an educational atmosphere for the professional training of leaders in physical education there must be the facilities and staff of an educational institution.

It is not an educational atmosphere at all when the contribution of education in general is made by occasional lectures from the outside. The sort of piece work that goes on in such schools is without merit, built upon pretense, and without opportunity for doing more than a narrow, specialistic physical education. The recent comment to me of a principal of a New York high school is illuminating. She said, "Why is it that teachers of physical education have no interests outside the gymnasium, and are unable to contribute to discussions in staff meetings when we consider fundamental problems of education in the high school?"

The answer, of course, is that teachers of physical education trained only in the technics of physical education are apt to know nothing but physical education. It is doubtless also true that teachers so trained cannot know physical education as they should because they lack a proper perspective.

3. The professional training of teachers of physical education should never attempt to teach material and method without also attempting to instruct in principles, aims, and objectives.

The teachers who know *how* to teach an exercise but not *why* or *when* may be more of a liability than an asset. That they may later acquire an education and become intelligent teachers begs the question. Knowledge of a range of useful materials, principles and aims is more important than specific material and special methods alone.

4. Professional training in college and university should be intimately in relationship with the school or faculty of education.

Every effort should be made to avoid a "specialist's attitude." The problems of education should be considered in relation to the problems of modern social life, and be solved by a scientific study of society. The courses in educational psychology, school administration, philosophy of education, educational sociology are important. The fundamental biological sciences should be the basis for all the applied technical courses.

5. Professional training in physical education for high school and college positions should lead to a college undergraduate degree, and in some instances to a master's degree.

(Concluded on page 39)

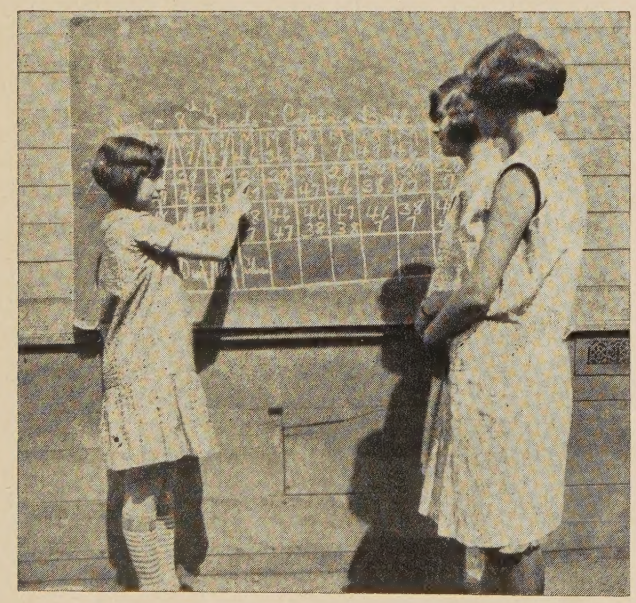
A Noon Play Program for Junior High School Girls

By Hilda Clute Kozman, *Alexander Hamilton Junior High School, Oakland, California*

AT Alexander Hamilton High School the organized noon play period has helped very decidedly to solve a number of serious problems common to all large city schools. Other schools finding the need and opportunity to start similar programs, may find some useful suggestions in the Alexander Hamilton plan which has been evolved over a period of seven years.

Starting with an occasional game between rival groups or a simple eliminative tournament in some sport, the program has grown to include every boy and girl in school. "Where do we play today?" is a question second only in importance to "Whom do we play today?" This does not mean that every child plays every day. With an enrollment of 1600, space and equipment will not allow for universal participation. But whether the child plays or not, his interests at noon center around the noon games. Either as player, spectator or official, he has an active part in the program.

In fact, the value of the noon play program to the school lies in the children's natural, spontaneous interest in it. Other interests take secondary place or vanish entirely. Crap shooting and similar pastimes have disappeared among the boys. Girls no longer roam up and down the streets. There is no time for children to linger in the neighboring stores. In fact they find it more convenient to patronize the nearer school cafeteria. All but about five per cent of the children remain on the school grounds throughout the entire noon hour.



"WHERE DO WE PLAY TODAY?"

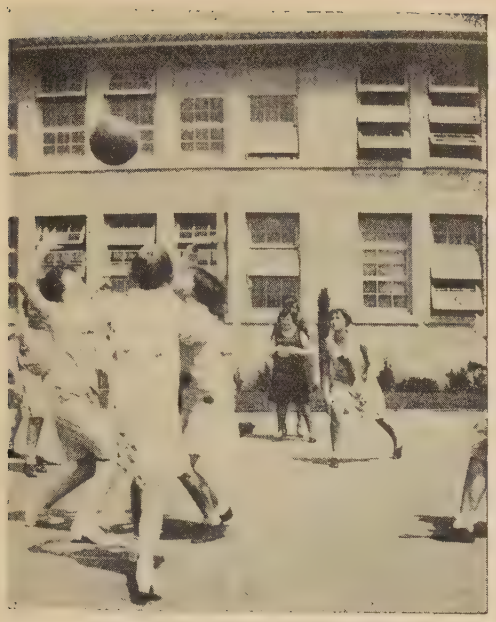
GRADE YELL LEADERS

Most of those leaving go home for lunch. When necessary, additional time is allowed from major period for those going home to lunch.

The Physical Education teacher is organizer and advisor for the noon play schedule, but it is run by the children themselves. The teacher can and does go about her own business. The children must solve their own problems.

We Physical Education teachers are apt to talk at length upon the amount of character education and citizenship training accomplished through our work. Aren't we taking a great deal for granted? As a matter of fact, if we scrutinize honestly our daily procedure, doesn't our citizenship and character training resolve itself into assigning a task for a child leader to carry out? If a problem arises, the child asks teacher and nine times out of ten gets a solution so that the work of an entire group need not be delayed. Dr. Frederick Rand Rogers says that education is training to change behavior and points out that little change in behavior takes place unless something goes on within the child. If this is so, then in the noon play schedule we have the ideal laboratory for child education; the child's own world where new and varied social situations constantly present themselves. With wise guidance and with suggestions without solutions to problems, the children can work things out for themselves.

I have in mind an example which illustrates this point. The athletic manager in each major room or home group organizes all teams for the group. There is a new manager elected. She places all her friends on the teams. The remainder of the group grows dissatisfied and says so in no uncertain terms. The athletic manager reorganizes the team leaving her friends off



THE START OF A GAME OF CAPTAIN BALL

and then they "get mad at her." The result is a discontented, disloyal group. The athletic manager comes to teacher. Will teacher tell her what to do or come and talk to her group? No, hard hearted teacher will not. The child is asked to sit down and work out a plan that will satisfy everyone. She does this, goes back and proposes her plan to her group. Maybe it works, maybe it does not, but it is safe to say that eventually the child will find the solution satisfactory to all.

GRADE ATHLETIC MANAGERS

To run a noon play program it is necessary to have a time allotment, adequate play space, enough supplies and satisfactory weather conditions. Below is the time schedule for Alexander Hamilton's noon period. This plan relieves congestion on the playground and in the school cafeteria as only one third of the total group is served at one time.

Major, Lunch and Play Periods	11:23 to 11:28	11:28 to 11:43	9th grade major 8th grade lunch 7th grade play
	11:43 to 11:48	11:48 to 12:03	9th grade lunch 8th grade play 7th grade major
	12:03 to 12:08	12:08 to 12:23	9th grade play 8th grade major 7th grade lunch

Our playground has six basket ball courts, ten handball courts and space for five baseball diamonds with forty-five feet base lines. We use these courts over and over for many different games. For instance, the basket ball courts are used for volley ball, net ball, captain ball, bat ball, end ball, dodge ball, nine court, pin basket ball, etc. Every inch of play space is needed and used in the noon play schedule.

In spite of the jokesmiths, it is safe to say that California weather conditions around the San Francisco Bay District are excellent for running an outdoor play schedule throughout the year. We have estimated that there are about twenty days during the school year when we cannot play because of rain or wet courts.

At the present writing we have at Alexander Hamilton nine 9th grade, six 8th grade and eight 7th grade major groups. Each of these is made up of from thirty to forty girls. The number of groups in each grade varies one or two each term. When there is an odd number, as is the case in the 9th grade this term, one group does not play but supplies officials, referees, scorers, clerks, for the schedule. These change with the change in schedule.

The athletic manager organizes teams, informs her group each day where and with whom they play, and keeps a record of her team's losses and victories. Sometimes the athletic manager holds her position for a quarter (a period of five weeks); sometimes she serves for a whole term. The athletic manager is always elected by the group she represents. Athletic managers meet occasionally to discuss their problems together. The meetings are conducted with dignity and taken

(Cont. on page 40)

WEARERS OF THE SHIELDS

The Physical Education Program for Men at Illinois

By Seward C. Staley
Professor of Physical Education, University of Illinois

SEWARD C. STALEY

As the title indicates the present article will be devoted to outlining the program in Physical Education for men at the University of Illinois. To the end of facilitating presentation and perhaps increasing the readers' comprehension it seems desirable to mention certain past developmental stages and certain future plans. Apart from a limited number of deviations of this sort, however, the materials will be restricted exclusively to an explanation of the program as it is actually carried on at the present time. For purposes of convenience the article will be organized and presented in four parts. These are as follows: 1. Explanation of the general plan. 2. The programs for the several courses. 3. Explanation of the course competitions. 4. General comment regarding significant features. These several items will be presented in the order mentioned.

I. Explanation of the General Plan

All students entering the University of Illinois as freshmen are required to take Physical Education for four semesters. The students are normally expected to take the work during the freshman and sophomore years. A small percentage of students (less than one percent) for various reasons, are permitted to defer taking the work for one or two semesters. All courses, excepting Individual Gymnastics, meet twice a week, for thirty minute periods and give one-half hour credit. The course in Individual Gymnastics meets five times each week, for thirty minute periods, and gives one and one-half hours credit. Physical Education credits are accepted on the same basis as all other University credits.

Courses numbered P. E. 11, 12, 13, 14, 15, 16, and 17, that is Individual Gymnastics (11 and 12), Beginning Swimming, Individual Athletics, Tumbling Stunts, Soccer Football, and Gymnastic Dancing are open to freshmen only.

Courses numbered P. E. 21, 22, 23, 24, 25, 26, and 27, that is Individual Gymnastics (21 and 22), Advanced Swimming, Boxing, Wrestling, Fencing, and Apparatus Stunts are open to sophomores only.

The department offers from 4 to 14 sections in each of the courses. Normally the department offers a total of approximately 105 separate sections. The total enrollment is approximately 4000 for the first semester and 3500 for the second semester. The average enrollment in the sections is about 38 for the first semester and about 33 for the second semester. The range in enrollment is from 20 for the smallest section to 55 for the largest section. The effort is made to secure an enrollment of about 30 in Beginning Swimming and Soccer Football classes, and 40 in all other classes. Practical conditions, however, do not permit the full realization of this objective.

The department attempts to offer sections enough in each course to meet the normal demands. Limited facilities, though, place some restrictions on this. The number of sections offered in all courses at the present time, excepting Gymnastic Dancing and Fencing, meet the normal demands. Additional sections are to be offered in these courses as soon as practicable. The number of sections offered, with the totals enrolled in the various courses is normally about as shown in the following table: (Table 1).

TABLE 1. *Normal Distribution of Sections Offered and Total Enrollment in the Same*

	Number of Sections	Total Enrollm't in Sections
P.E. 11-12-21-22, Individual Gymnastics	12	400
P.E. 13, Beginning Swimming	14	500
P.E. 14, Individual Athletics	10	450
P.E. 15, Tumbling Stunts	12	450
P.E. 16, Soccer Football	10	300
P.E. 17, Gymnastic Dancing	6	250
P.E. 23, Advanced Swimming	12	450
P.E. 24, Boxing	12	500
P.E. 25, Wrestling	10	400
P.E. 26, Fencing	4	200
P.E. 27, Apparatus Stunts	4	100
Totals	106	4000

Attention is called to the fact that while in the official registration time table separate courses are scheduled as P. E. 11, 12, 21, and 22 with twelve sections in each, the four groups of sections are scheduled at identical hours and in practice the four groups are combined and handled as one unit. In actual fact, thus, there are just twelve separate classes in Individual Gymnastics. The individual nature of the work permits this.

All University classes are scheduled to start on the hour and continue for fifty minutes. This arrangement gives the student ten minutes for changing classes. All Physical Education classes start at ten minutes after the hour and continue for thirty minutes. This arrangement gives the students ten additional minutes for changing clothes before class and ten additional minutes for taking a bath and changing clothes after class.

All Physical Education classes, excepting Individual Gymnastics, are scheduled to meet on Monday and Wednesday, or Tuesday and Thursday. Classes are scheduled at 8 o'clock, 9 o'clock, 10 o'clock, 11 o'clock.

1 o'clock, 2 o'clock, 3 o'clock, and 4 o'clock. There are from five to ten classes scheduled at each of these hours. It is not considered desirable to have classes at eight o'clock and one o'clock but lack of facilities necessitates the scheduling of classes at these times. All formal class work ceases at 4:40 thus freeing all the Physical Education facilities for Intramural competitions, Course competitions, and student and faculty free play for an hour and twenty minutes before dinner.

The department requires the students to purchase and use a combination uniform. This uniform consists of the following articles: White sleeveless shirt, blue trunks with a white stripe, grey shirt, grey sweat pants, and soft soled shoes of any description. In practice the individual instructor selects a combination of these articles which he deems most useful for each particular type course. By way of illustration in tumbling stunts the class members wear sweat pants, sweat shirt, and soft shoes (without the other articles mentioned); in soccer football the same; in boxing the sleeveless shirt, trunks, and shoes (without the other articles mentioned); in fencing the sweat shirt, trunks and shoes (without the other articles mentioned); in wrestling the sweat pants, sleeveless shirt, and shoes (without the other articles mentioned). In all cases the supporter is optional with the student. Students taking a swimming course are compelled to purchase rubber swimming caps. The purpose of this requirement is to facilitate the maintenance of pool sanitation. Students must appear at classes in the prescribed uniform in a clean condition. Students who fail to meet this requirement are not allowed to attend, and are recorded with unexcused absences.

The Plan of Operation

Beginning freshmen are given a medical examination before registering. Those who are physically defective (about 10 per cent) are excused from Military Training and required to take Individual Gymnastics. Those who are physically sound elect from the other freshmen courses. Those who cannot swim 50 yards (usually between 25 and 30 per cent) are encouraged to take Beginning Swimming which is open only to non-swimmers. Freshmen who cannot enroll in Beginning Swimming the first semester are always able to enroll the second semester.

At the beginning of the second semester of the freshman year, the first semester of the sophomore year, and the second semester of the sophomore year those who are still physically defective continue in Individual Gymnastics. Those who are physically sound elect from the other courses.

All courses are offered each semester. All but those who are assigned to take Individual Gymnastics must elect a different course each semester. Students may be transferred into or out of Individual Gymnastics at the beginning of each semester.

Between 30 and 40 per cent of the students enrolled in Individual Gymnastics (between 100 and 150) are assigned to take some other course—Wrestling, Boxing, Beginning Swimming, etc.—twice a week in place of the regular Individual Gymnastic work. In such cases the student takes Individual Gymnastics three times each week and some elective course twice each week. In making such transfers the student's needs, interests, and capacities are carefully considered. Transfers of this type are made within the department and not through the University registrar.

A small number of students, usually less than twenty, are transferred from the elective courses to Individual Gymnastics which they take twice each week. Examples of the types transferred in this manner are post operative cases, sinus cases from swimming, cases of injury, sprain, etc., which develop toward the middle or end of the semester. Cases of this sort are entirely unavoidable. The semester is too far along for a student to transfer to another elective course and do creditable work. Students who are transferred in this manner are graded arbitrarily by the Individual Gymnastics instructor. The plan followed seems just to the student and works to every one's satisfaction. Transfers of this type are also made within the department and not through the University registrar. Students who develop cases of this sort during the early part of the semester are, when possible, transferred outright to other elective courses or to Individual Gymnastics. In a few cases students are asked to withdraw from the course and defer enrollment in Physical Education until the succeeding semester.

All transfers in and out of Individual Gymnastics are carried out under the direction of the Department of Health Service.

A definite program of activities is outlined for each course. These programs are typed and posted in the several rooms where the classes meet. The student and instructor thus know at the very beginning of each course precisely what will be taught. (The programs of activities covered in the various courses are hereinafter given).

To the end of describing conditions as they actually exist it seems desirable to point out that while the fact implied in the above paragraph is essentially true, namely, that the instructors in the various courses devote the bulk of class time to having the classes practice and learn the activities included in the official prepared programs, the class work is not limited to these programs exclusively. The individual instructor is allowed some latitude in this matter. In practice some instructors introduce and experiment with new activities to the end of ultimately altering and improving the official program. In addition some instructors, on occasion, introduce novelties and special features. For instance on an especially warm day in the spring an indoor class may be taken out doors and play Playground Ball or something similar. The classes in Individual Gymnastics are occasionally organized in the playing of volley ball, hand ball, punch ball, etc.

A final examination is given in each course, precisely as in mathematics, history, philosophy, or any of the other University courses. The students are taught certain specific activities during the course of the semester and then at the finish are tested to determine what they

have learned. Final grades are based entirely, or in part, on the showing made in these final examinations. Those who receive a passing grade receive credit and take another course the following semester. Those who fail must repeat the course or elect another in its place.

Students cannot receive duplicate credit in any course. This means that all students, excepting those assigned to Individual Gymnastics, will take four different courses in meeting the Physical Education requirement. Students assigned to Individual Gymnastics may take this course for one, two, three, or four semesters.

II. Programs for the Several Courses

The specific list of activities taught, the specific nature of the final examinations offered, and the specific basis for awarding the final grade has been worked out for all the courses included in the Physical Education program. The programs for the several courses are given in the following pages. Attention is called to the fact that these programs are typed as shown here and posted for the student's information.

Physical Education 11-12-21-22, Individual Gymnastics

Program for Men Taking Individual Gymnastics for the First Time:

I. General requirements.
   1. Each individual will be required to write a paper dealing with certain basic facts concerning his particular handicapping condition. The items to be covered in this paper are as follows:
      a. The cause.
      b. The correction when correction is possible.
      c. The protection when correction is not possible.
      d. The maintenance of the corrected condition where correction is possible.

      This paper must be 2500 words in length.
      Outline must be in by .....
      Paper must be in by .....
      References for securing material for this paper are posted on bulletin boards at convenient places.
   2. Each student will be required to learn and perform satisfactorily one set of seven exercises prescribed for his condition during the current semester. (A new set will be given every four weeks).
   3. Each student will be required to make up and execute satisfactorily one set of seven exercises for his individual condition. (This requirement is introduced during the last four weeks of the semester).

II. Special Requirements for Different Types of Cases.
   Each individual will be required to learn and perform certain special activities which are prescribed for his special condition. The prescriptions for the different types of cases, in general, are as follows:

   The numbers given below refer to exercises listed, described, and illustrated in the following references:
   Stafford, G. T., and Tappan, E. Practical Corrective Exercises, Bailey & Himes, Champaign, Illinois: 1927.
   All students are urged but not required to buy a copy of this book.

   1. Foot Cases
      a. Ability to execute No. 32 for a distance of 50 feet.
      b. Ability to execute exercise No. 43 twenty times. (Good form throughout).
      c. Ability to demonstrate and maintain correct standing and correct walking postures
      d. Ability to climb a rope to height of 20 feet
      e. Ability to show satisfactory progress in the correction or protection of one's handicap.
   2. Posture, underweight, underdevelopment, albuminuria and general debility cases:
      a. Ability to execute and hold positions of exercises No. 6 and No. 11.
      b. Ability to execute for period of one minute exercises No. 13, No. 14, and No. 15.
      c. Ability to execute exercise No. 70 from ten to twenty-five times as prescribed.
      d. Ability to perform the following tumbling stunts:
         (1) Forward roll.
         (2) Backward roll.
         (3) Head stand.
         (4) Running dive.
         (5) Other stunts which instructor may prescribe.
      e. Ability and disposition to demonstrate and maintain correct standing and walking postures.
      f. Ability to show satisfactory progress in the correction or protection of one's handicap.
   3. Heart cases
      a. Ability to execute and hold positions of exercises No. 6 and No. 11.
      b. Ability to demonstrate and maintain correct standing and correct walking postures.
      c. Ability to show satisfactory progress in the protection of one's handicap.
   4. Hernia cases, post-abdominal operations, undescended testes, etc.
      a. Ability to execute satisfactorily exercise No. 33.
      b. Ability to demonstrate and maintain correct standing and correct walking postures.
      c. Ability to show satisfactory progress in the correction or protection of one's handicap.
   5. Miscellaneous cases—e. g., infantile paralysis, amputations, deformities not covered in above.
      a. Ability to demonstrate and maintain correct standing and correct walking postures.
      b. Ability to show satisfactory progress in the correction or protection of one's handicap or handicaps.

   A final examination will be given at the end of the semester. This examination will consist of three parts as follows:
   1. A written examination dealing with the cause, or protection, correction and maintenance of the corrected condition of the individual's particular handicap.
   2. Practical demonstration of exercises prescribed for the student during the current semester.
   3. Practical demonstration of special abilities prescribed above.

   The final grade will be determined as follows:
   25% for industry and cooperation.
   25% for term paper.
   25% for achievement, progress, and improvement.
   25% for final examination.

Program for Men Taking Individual Gymnastics for the Second Time:

1. Follow above plan but with new and advanced activities.
2. Write a 3000 word paper on "My Condition as it Effects or will be Effected by my Life Work."
   Outline must be in by .....
   Paper must be in by .....
   References for securing material for this paper are posted on bulletin boards at convenient places.

Program for Men Taking Individual Gymnastics for the Third or Fourth Times:

1. Follow above plan but with new and advanced activities.
2. Write a 3000 word paper on an assigned subject.
   Outline must be in by .....
   Paper must be in by .....
   References for securing material for this paper are posted on bulletin boards at convenient places.

(Continued in next issue)

A Study in the History of Dancing

By Nelle Walters

This study will cover primitive, ancient, medieval and modern dancing. It was presented as a graduate thesis at the George Peabody College for Teachers. Credit is extended to The "Dance Magazine" and "The Theatre Arts Monthly" for the reproduction of pictures contained in the article.

THE significance of dancing lies in the fact that it is simply an intimate, concrete appeal of a general rhythm which marks not life only but the universe itself. Notice that the waves on the seashore have rhythm. This seemingly monotonous rhythm is accentuated for several beats at regular times. Rhythm marks all signs of life. Dancing is connected with all human traditions of war, labor, pleasure and education.

There are some peoples who have no secular dances, only religious dances; and some people believe that every dance has a religious origin. Among primitive peoples the dance had a very important part, since religion was the main force which made up their life and dancing had a supreme religious importance. To dance was to worship and pray. For all things there was a fitting dance. Today we pray for things in church. Our forefathers danced for what they wanted. They danced a fitting dance handed down to them.

TEMPLE DANCERS OF BALI

Some people believe that the Christian Church was originally a theatre, the choir being the raised stage, even the word "choir," it is argued, meant an enclosed space for dancing.[1]

The Psychology of Dancing

It was undoubtedly the innate feeling for rhythm that actuated the primitive man to dance. All existing races show a strong tendency to dance, as well in their primitive as in their more or less civilized state. The mimic expressions of the face, the agility of the steps, the grace of gestures and poses are all natural means which a man can employ in his dance. Dance is practiced by the primitive races as a medium of the most vital expressions. Dancing varies according to the racial temperament of the people and the climate and other conditions. In the cold and damp climate of Northern Europe dancing has become naturally a function of the legs. The Finnish and Scandinavian folk-dances betray more heavy and massive motion, while those of Spain, Hungary, and Italy or France give an impression of romantic grace, coquettish agility, and fire. The folk-dances of the Cossacks are usually violent and acrobatic, as is their life. Energy or dreaminess, fire or coolness, and a multitude of other racial qualities assert themselves automatically in a folk-dance. In the Far East, in Japan, Java and China, dancing is a dance of the hands and fingers. In ancient Rome dancing was the rhythmic motion of the body.

Among the Zulus and Masai, who organize themselves for war almost as well as has ever been done by the most civilized peoples, there is practically no distinction between military exercises and dancing. Dancing taught primitive man to move in compact bodies without any confusion, especially without getting so bunched together that they could not use their weapons.

In the case of the primitive dances the working of sexual selection was beneficial as conducive to racial fitness. The dances in which women took part gave the men opportunity for choosing the exact kind of a mate they wanted under their savage conditions. It was a test not only of physical grace and perfection, but of activity, taste and temper.

There have been many discussions as to why clothes were worn—whether for ornament, warmth, or decency—but we can say without doubt that, from the first ages until now, dance clothing has been mainly decorative.

In the Oriental temples dancing underwent a strange transformation. While dancing was made the basis of dramatic and symbolic ideas, yet this very fact became detrimental to the musical influence upon the choreography. The Egyptians, whom we consider the pioneers in religious dances, originated elaborate temple ballets, which were based upon a dramatic more than a musical theme. The instruments used by the Egyptians were: the pipe, guitar, harp, lyre and flute.

The ethical ideals that actuated the Egyptian priests in introducing dancing at the altar, sprang directly from the soil and were meant to bring the better part of

[1] Ellis, Havelock, The Dance of Life, pp 37-39.

human nature to the top. The priests discovered that the higher ideals, with the help of sacred dancing, could be put to excellent service as impulses to improved conduct. The Christian missionaries, coming from the East, found nothing elevating and ennobling in our Western dancing, which did not appeal to them on account of the very differences of the style and racial character. It is due to their opposition that the religious dances have faded out under the Western civilization. The warfare against dancing generally, on the part of the Apostles of Christianity, dates back to the fanatic era of theological and nationalistic differences. In all countries where the religion descends directly from a racial folklore, dancing has remained in high esteem at home and in the temples. This we find true in Egypt, Greece, India and China. In the Jewish form of worship there seems to have been no formally recognized dancing, although we have records of several displays of this kind, as in the case of King David, when, "clothed in a linen ephod, he danced before the Ark of the Lord with all his might."[2]

In Greece the muses manifested themselves to man as a dancing choir, led by Terpsichore. The Romans imitated the Greeks in all their arts and imported with the Greek slaves Greek dances. But Rome was too barbaric to appreciate the full value of Greece's poetic arts. The solemn religious dance instituted by Numa and practiced by the Salian priests soon degenerated into a ceremonial march that was abolished when Rome became Christian, through a papal decree in 755. Darkness which settled on the development of secular and religious dancing lasted for centuries. The influence of the Nile in Egypt and Cadiz in Spain, which for centuries had been the two great centres of the ancient dancing and supplied their dancers to the Roman potentates, faded out slowly in the history of European nations. The folk-dances were called low and undignified amusements of Pagan peasants. Dance in every form remained an outcast, despised and condensed until the court circles of Italy and France distorted it to an amusement at domestic gatherings and masquerades.[3]

Primitive Dancing

"An old historian of Madagascar informs us that 'while the men are at the wars, and until their return, the women and girls cease not day and night to dance, and neither lie down nor take food in their own houses'."[4] They believe by dancing they impart strength, courage, and good fortune to their husbands.

Among the Tshi-speaking peoples of the Gold Coast of Africa the wives of men who are away with the army paint themselves white, and adorn their persons with beads and charms. On the day when a battle is expected to take place, they run about armed with guns, or sticks carved to look like guns, and, taking green paw-paws, (fruit which looks like the banana) they hack them with knives, as if they were chopping off the heads of the foe. The pantomime is an imitative charm, to enable the men to do to the enemy as the women do to the paw-

[2] The Bible, II Samuel, 6th chapter, 14th verse.
[3] Narodny, Ivan, The Dance, pp 1-12.
[4] Frazer, James George, The Golden Bough, p 26.

A JAVANESE DANCER

paws. In the West African town of Framin, while a war is going on, the women whose husbands have gone to war perform a dance. They paint themselves white and wear nothing but a short petticoat. Their leader, who is an old sorceress, wears a very short white petticoat, has her hair arranged in a sort of long projecting horn, and her face, breasts, arms and legs profusely adorned with white circles and crescents. All carry white brushes made of horse tails or buffalo tails, and as they dance they sing, "Our husbands have gone to Ashenteeland (or wherever they have gone to war), may they sweep their enemies off the face of the earth!"[5]

When the men of the Thompson Indians of British Columbia were on the war-path, the women performed dances at frequent intervals. These dances were believed to insure the success of the expedition. The dancers waved their knives, threw long sharp-pointed sticks forward, or drew sticks with hooked ends repeatedly backward and forward. Throwing the sticks forward was symbolic of piercing or warding off the enemy, and drawing them back was symbolic of drawing their own men out of danger. The women always pointed their sticks toward the enemy's country. They had their faces painted red and sang as they danced, praying to their weapons to preserve their husbands and loved ones. When the dance was over they hid their sticks or weapons. If a woman whose husband was at war thought she saw a stain of blood on her weapon when she took it out, she knew he was wounded or dead. If she saw hair or a piece of a scalp, she knew her husband was victorious, had killed an enemy, and was still living.

When the men of the Yuki tribe in California were away fighting, the women at home did not sleep; they danced continually in a circle, chanting and waving leafy wands. They said that if they danced all the time, their husbands would not get tired. Among the Haida Indians of the Queen Charlotte Islands, when the men had gone to war, the women would get up early in the

[5] Frazer, James George, The Golden Bough, p 27.

morning and pretend to make war upon their children and take them as slaves. For ten days and nights they all lay with their heads towards the direction in which the canoes had gone. Then they changed about, for the warriors were supposed to be coming home across the sea. At Masset the Haidi women danced and sang war-songs all the time their husbands were away at war. There was a certain order in which all things must be kept and if the wife did not keep things according to this custom her husband would die. Another form of war magic was practiced by the Carib Indians of the Orinoco. The people in the village would calculate as nearly as possible the moment when the warriors would be advancing to attack the enemy. Then they would take two boys and inflict a severe beating upon their bare backs. The youths submitted to this because they were firmly convinced that the way in which they bore the cruel ordeal affected the success of the warriors.

A JAVANESE DANCE MOOD

In Thuringen the man who sows flax carries the seed in a long bag which reaches from his shoulders to his knees. As he sows he swings the bag in rhythm, firmly believing that this will cause the flax to wave in the wind. In Mexico a festival was held in honor of the Goddess of the Maize. The women let down their hair and danced and leaped with it like this so that the tassel of the maize would grow in the same way. In many parts of the world dancing and leaping in the air is thought to make the crops grow high.[6]

Praying and dancing for rain when the rains did not come in due season to the people of Angoniland, was thought by the natives to bring rain. They would go through a ceremony and then take branches of trees and dance and sing for rain. They believed after this the rain would come.

The Gallas dance in couples round sacred trees, praying for a good harvest. Each couple consists of a man and a woman linked together by a stick. The Swedish peasants believing that this will insure an abundant crop, stick a leafy branch in each furrow of their corn fields.[7]

The native Bushmen of Africa, dressed in raffia kilts, danced the native sword dance and the native dagger dance in an especially prepared arena for the entertainment of Alfred Aloysius Horn, a trader on the coast of Africa for years. According to him the dagger dance was the best. These long knives, handle down, were placed in the ground close together. They protruded from the ground about a foot. The natives danced around these on their toes, keeping time with the music first in a slow rhythm, and then in a fast rhythm, still dancing on their toes. Then the Bushmen danced what he called the spinning ball dance. Spinning around on one foot the performer then danced on his hands, then hand and foot, running around in a circle like a ball of string. It was hard to tell his head from his foot. After this a hole about two feet deep was dug and over

(Continued on page 34)

[6] Frazer, James George, The Golden Bough, pp 25-28.

[7] Ibid, p 64.

The PENTATHLON

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Physical Education
Health - Play
Athletics - Leisure

Journal of
THE MIDDLE WEST SOCIETY OF PHYSICAL EDUCATION
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E. D. MITCHELL, EDITOR

Convention Demonstrations

THE PENTATHLON is pleased to announce to its readers that much of the demonstration material of the Chicago Convention has been assembled by the various instructors in charge of the programs for publication and will be printed from time to time during the year. The full details of the wonderful swimming pageant, which so impressed the Convention delegates, will be contained in the next issue.

The Editor has always felt that the material contained in the demonstration programs of the various physical education conventions should be offered to the profession at large. There is nothing about our profession that has seemed so wasteful as the time, ingenuity and effort spent on demonstrations. Not that they do not possess great value in a number of ways, but the objection is that they are too valuable to be given only once. It is unfortunate that the outstanding pageants shown at Des Moines and Detroit in previous conventions were never made available in published form. In other words, it seems as though all convention material should be for the use of the delegates, who should be able to take back with them the ideas of programs as well as of speakers. These programs could be put on in their own cities to impress their own public similarly. Physical educators would then be co-operating among themselves as well as stressing co-operation in their teaching.

If these exhibition programs could be used by all without any thought of plagiarizing, a much higher degree of performance could be exhibited to audiences in many more communities, and physical directors would also be spared the worry and the distraction from their regular work of planning new demonstration programs each year.

In future years it is to be hoped that convention program committees will keep the thought of publication in mind when they begin the formidable task of preparing a physical education demonstration.

Pictures should be secured during the final rehearsals while the groups are still intact, as these visual aids are of inestimable help in such matters as decorations, costumes, and alignment of performers. They serve not only to refresh the memories of the teachers in attendance but even more so to make the material clear to those unable to attend the Convention.

Membership Cards and Recognition

TO Mid-West members this year we are sending a wall certificate. We hope that all members will display this in a prominent place in their offices. It is an unobtrusive way of calling the attention of principals and supervisors to the fact that you are a member in good standing of a strong educational association. School administrators like to know that their teachers are progressive, and you will gain, as well as the Mid-West Society, by displaying the fact that you are a member.

We noted last year that many school principals were pleased by the fact that a teacher in their system "broke into print." In many cases they wrote and asked for extra copies of the magazine containing the particular article. For this reason, we are going to follow the practice this year of sending complimentary copies of THE PENTATHLON to the heads of schools or departments, whenever one of their teachers contributes an article which is printed. We are as pleased as our authors when they get the proper recognition.

Sixteenth National Recreation Congress

THE Sixteenth National Recreation Congress will be held at Louisville, Kentucky, from October 14th to 19th, 1929.

The Physical Education Section of the Congress will be held on Tuesday, October 15th, at 2:30 P. M. The topic for discussion will be, "What Are the Fundamental Tasks of Physical Education Leaders?" Dr. James McCurdy, Dr. William Burdick and many other prominent educators will attend.

The National Recreation Congress is famous for its splendid programs. All educators are interested in the play and recreation program. There will be program exhibits, demonstrations, and classes in plays, games and social recreation. The general theme of the whole Congress will be of interest to physical educators.

A special railroad rate of a fare and a half has been arranged and everyone is urged to get a special railroad certificate when purchasing their ticket, and to deposit it at the registration desk on their arrival at Louisville.

A tentative program has been published and anyone interested can write to Mr. T. E. Rivers, 315 Fourth Avenue, New York City.

Mid-West News Notes

AT the Mid-West Convention in Chicago last April the constitution was changed to admit ten members at large to the Executive Council. Their names are listed on page one.

Milwaukee was chosen for the next Convention which will meet April 2-5, 1930. The Hotel Schroeder will be the headquarters. Mr. E. C. Hoppe, Director of Physical Education for the Milwaukee Public Schools, will be the Convention manager.

The Planning of Athletic Fields

By E. E. Weiman

Assistant Professor of Physical Education, University of Michigan

THE great body of trained and experienced directors and teachers of physical education now distributed throughout the schools and colleges of the country are building their programs more and more around competitive games of one type or another rather than around the older forms of class drill. This change in program necessitates a change in facilities. It is quite obvious that a great deal more space, as well as space of a different kind, is required for a given number of individuals to engage in competitive games with their fellows than is required for the same number to go through class drills. This fact has been occupying the attention of directors and others for several years. Just what facilities should be provided? What steps are necessary to obtain them? How shall they be paid for? Just how shall they be built? These and similar questions are very pertinent just now.

My space will permit the consideration of not more than one of these questions and I have chosen the last. Even that I have divided, considering here only the outdoor fields. This paper, then, will be confined to the narrow limits of how to construct, in the best manner, the standard outdoor playing fields. There is very little literature on this subject and it is outside the normal experience of most engineers. For these reasons directors and teachers must, to a considerable extent, work out the problem for themselves. What follows is largely the result of experience with fields at the University of Michigan and observations of the same elsewhere.

Football Field

In choosing the location for a football field it should be borne in mind that it is much more desirable that the field lie with its long axis north and south rather than east and west. This will throw the sun across the field rather than lengthwise of the field thus making it unnecessary for either team to look directly into the sun when catching a punt or pass.

With the site and location selected, first attention should be given to the problem of drainage. Football is played in the fall of the year when, in most localities, there are heavy rains, As everyone knows, a water soaked field makes good football impossible, hence, the importance of drainage. If possible, it is desirable that the football field be over a sand or gravel subsoil. In any case there should be drainage tile laid diagonally across the field at intervals of approximately twenty feet. Ordinarily four inch field tile serves very well for this purpose. They should be buried from two and one-half to three feet beneath the surface. After the tile is in place the trenches should be filled with coarse gravel or cinders so that water will easily run through to the tile. Over the whole surface of the field, there should be eight to twelve inches of good loam top soil for grass. In this climate the best material for the top dressing is clay loam.

The playing field is 360 feet by 160 feet. In addition to this there should be a suitable border although, with the present rules, this border need not be large.

It is usually considered desirable to have the field crowned. That is, the middle of the field should be eight to twelve inches higher than the side lines, which should be level. This certainly should be true if the field does not lie over porous soil such as gravel or sand and is recommended in any case, so that surface water will run off. The water cannot run far until it intercepts one of the diagonal tile lines which it reaches by passing through the gravel that covers the tile.

If funds are available, better results are secured by sodding the field. In this manner a tough turf is provided at the outset. There is an even stand of grass and the field is usable at a much earlier time than it would be if it were seeded. It is estimated that the cost of sodding a football field will range from $2,000 to $4,000 depending upon conditions. If it is not possible to sod the field, seeding is of course much less expensive. In this climate best results have been secured with a mixture of red top and white clover in proportion of five to one. About 240 to 250 pounds of seed will be required for a gridiron.

The care of the field is very important. It must, of course, be well watered during dry seasons. Dandelions and weeds must be kept out. It must be fertilized regularly each spring. There are prepared, commercial fertilizers now on the market which have been found very satisfactory and can be used year after year, with good results. If the soil has too much clay and shows a tendency to pack hard, the field can be improved by working a little black sand into the sod. New seed must be sown each spring.

Such games as soccer, speed ball, field hockey, lacrosse and others can be played on the football field with very little change in the markings.

Track

The track usually encircles the football field. The dimensions of the two are such that this makes for a good utilization of space. The fact that the seasons do not conflict is another reason for utilizing the same area for the two sports. The drainage for the track is the same as that of the football field. That is, if the track circles

the field, the tile under the football field should extend under the track as well. In addition, at some places a drainage tile is run around under the inside curb of the track with suitable openings in the curb to receive the water. With this arrangement the track is made to slope very slightly toward the pole so that surface water can be carried off in this manner. The newer tracks, however, are made to slope very slightly to the outside, that is, away from the pole. With this arrangement the pole becomes the driest part of the track. This is very desirable since most of the running, except that on the straight away, is done within a yard or so of the pole. If this plan is used, provision should be made for carrying the water off at the outside of the track.

The standard track is 440 yards, or a quarter of a mile long, with a 220 yards straightaway on one side. The older tracks were measured eighteen inches from the pole. However, the rules were changed several years ago, calling for the track to be measured twelve inches from the pole. This means that, under the new rules, a number of the older tracks are now short.

If there is a suitable straightaway provided, there is no necessity of making a track more than twelve to fifteen feet wide around the curves. Fifteen to eighteen feet is wide enough for the back straightaway. The front straightaway, that is, the one on which the sprints and hurdles are held, should be from twenty-four to thirty-two feet wide. The width should be a multiple of four so that the lanes can be four feet wide for hurdle races. With less than four feet the hurdlers sometimes interfere with each other or with each other's hurdles. Of course, if no straightaway is provided, the width around the first curve and along the back straightaway should be the same as the width of the front straightaway to make it possible to run sprints and hurdles in lanes around the curve.

In constructing the track one should first excavate the area to be used to a depth of twelve inches. The track should then be built up in three layers. First, there should be six inches of coarse cinders or crushed rock. This strata should be rolled down with a heavy two ton roller. On top of the coarse cinders there should be five inches of fine sifted cinders, tamped more lightly, preferably by hand. Finally the top dressing should be one inch of black sifted loam rolled down with a light roller and hand tamped. The purpose of the loam is to bind the cinders together. Cinders alone are not firm enough to make a good track. Sometimes the sifted cinders and loam are mixed for the top layer. However, if the material is put on as described above, the process of mixing takes place as the track is raked and worked throughout the season and is fully as satisfactory.

If these instructions are followed, one can be assured of a resilient but firm track that will be easily drained and always fast.

The surface of the track should be finished perfectly level lengthwise with a very slight lateral incline away from the inside curve—just enough to prevent water standing.

Occasionally we see outdoor tracks banked. This is unnecessary and makes it very difficult to keep the track in good condition. On a banked track, water, running down the slope, will wash material down next to the inside curb, making it soft and slow. Also, a heavy rain will wash furrows in the surface of the track. Unless the track is very, very short there is absolutely no point to be gained by banking it. Certainly an outdoor quarter mile track should never be banked.

Both sides of the track should be curbed, preferably with a concrete curb, although wood will serve very well as long as it lasts. The curb prevents the cinders from spreading and keeps the track clearly defined. The inside curb also serves as a guide to the runners and is prescribed by rule.

When the track is built in conjunction with a football field it is a good plan to have the surface of the track two inches lower than the surface of the football field. Then if there is a two inch curb above the track it will be flush with the football playing field. This does away with the unsightly and sometimes dangerous curb protruding up out of the ground.

The straightaway should be laid out so that men running on it run in the same direction as do men running around the track. Races are always run in a counter clockwise direction which throws the left hand to the inside. The straightaway, then, should be on that side of the track which will permit the men running on it to have their left hand towards the inside of the track. With this arrangement the 440 yard dash and the 880 yard run can be started at the end of the straightaway, thereby providing 220 yards for the racers to thin out and take their places near the pole before coming to the first curve. Also, it makes one less curve for them to run around.

As has already been suggested, the width of the hurdles should be a determining factor in laying out lanes on the track. It is a great saving in time to construct a device for marking the lanes, the simplest of which is merely a plank with spikes driven through at the proper intervals. This is then drawn along the track, the spikes scratching the surface in such a way as to serve as a guide along which the marker can be pushed.

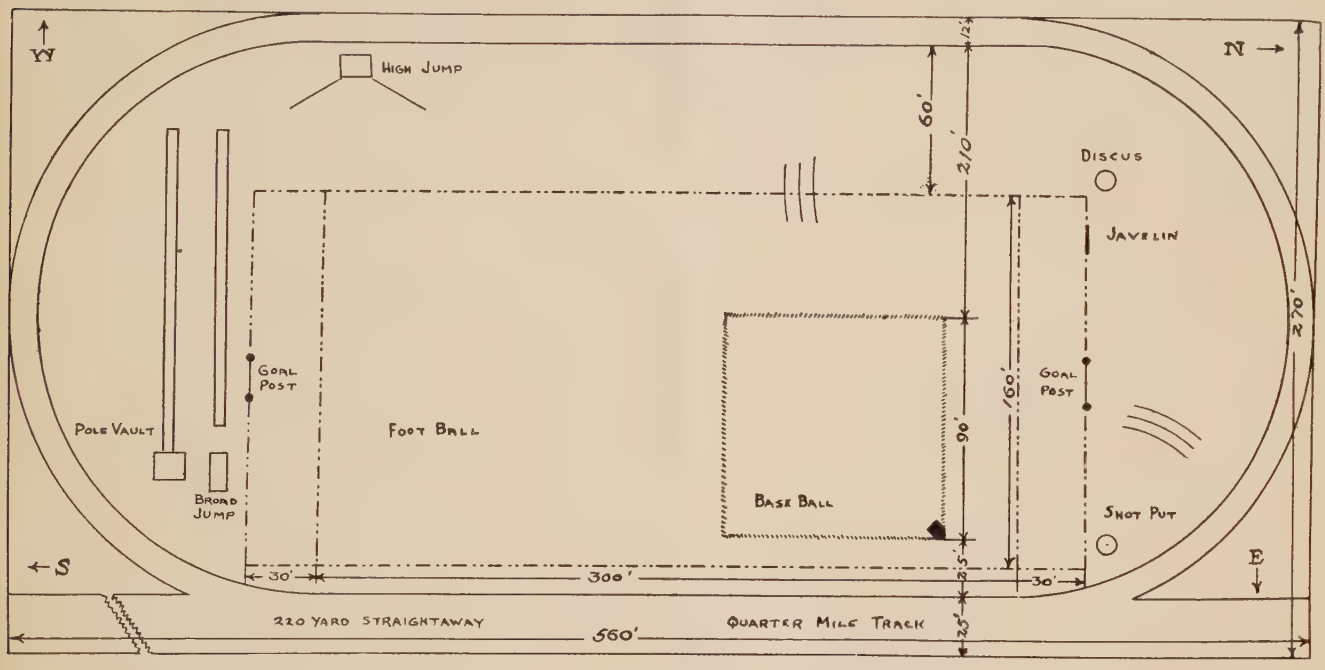
When there is no straightaway and races are run in lanes around a curve it is necessary, of course, to set the men that run on the outside ahead so that they will not be running farther than those running on the inside. To determine the distance of this handicap, one multiplies the width of the lane by Pi (3.1416) by the number of turns around which the runners race. This formula assumes the curves to be perfect half circles and is easily derived by remembering the formula for the circumference of a circle. The distance around one half of a circle is Pi R (radius). Since the circumference of a circle is Pi 2 R, the man in the second lane is running a distance, around the curve, of Pi times R plus the width of the lane, or Pi R plus Pi W. The first man ran a distance of Pi R. The second man, therefore, is running Pi W more than the first man and should be set ahead a distance of Pi W for each turn. Hence the formula Pi x W x N.

To keep a track in good condition necessitates some care. If the season is exceptionally dry, it should be wet down with a hose rather frequently. After wetting, it should be raked and rolled. This will keep it level, smooth and firm.

Baseball

The baseball field, if necessary, can be placed in the same area as the football field and track, but it is better, when possible, to lay it out separately. The dimensions of the baseball field do not fit well with the football field or track. Furthermore, the season is the same as for track and the sports interfere with each other.

ninety feet on each side, and that the outfield extends a distance of 235 feet from home plate. That is, if we have a field that complies completely with the rules, the outfield should be free of obstruction within the area bounded by the foul lines and an arc intersecting these lines described with the home plate as a center and with a radius of 235 feet. Although the regulation field has an outfield 235 deep, it is not at all necessary to have this full distance in order to play baseball. Especially is this true for high school games. However, if the distance is appreciably less there should be ground rules governing balls that go over fences or obstructions within this distance.



COMPOSITE ATHLETIC FIELD

Wherever possible the "diamond" should be laid out with the first base line extending westward from the home plate. Since most games are played in the afternoon, the sun during the game is in the southwest or, with the field laid out in this manner, behind all the players except the batter and the catcher. These two players are not called upon to look at high balls except when the catcher goes after a foul ball and, therefore, are not handicapped by the sun in their faces. Any other arrangement makes it necessary for certain men in the field to look into the sun in making some of their normal plays.

The drainage of the baseball field should be the same as that prescribed for the football field, that is, four inch field tile two and one-half to three feet below the surface at intervals of twenty feet across the field. In addition it is sometimes desirable to lay a line of tile nearer the surface under the base lines since this is the area in which most of the plays occur and where water is most apt to be found.

The dimensions of the baseball field are set forth in the official rule book. It is not necessary to go into them here further than to say that the infield is a square,

When built independently of other fields various elevations should be observed to provide the best diamond. The base lines should be level. Home plate should be elevated about eight inches above the level of the base lines. This elevation should slope away gradually from home plate in all directions until it reaches the level of the base lines at a distance of ten feet from the plate. In other words, there should be a circle with a radius of ten feet and center at the plate which is slightly elevated, beginning at nothing at the circumference of the circle and reaching an elevation of approximately eight inches at the center. The pitcher's box should also be elevated. This elevation should be from fourteen to sixteen inches. The elevation should fall away rather sharply for several feet, then slope out very gradually to the base lines in all directions. The outfield should be approximately level although a slight slope is not a serious fault.

The ideal baseball field is grass covered, with certain areas excepted. The same mixture of red top and white clover as was prescribed for the football field makes the best sod. This grass seems to be tougher and stands

(Continued on page 42)

How Detroit Meets its Recreation Problem

BASEBALL HAS ITS GIRL FANS

By C. E. Brewer

Commissioner of Recreation, City of Detroit

NOT so many years back, when Henry Ford was tinkering with the first car, Detroit was known for its wide avenues and streets lined on either side with beautiful shade trees. Detroit, then, as now, had the largest stove factory in the world. Other industries flourished and provided the citizens with profitable employment.

Many sizable vacant fields scattered throughout the city furnished ideal play spaces for the children. Real sandlot baseball was probably at its height about this time.

Gradually building activity, which meant prosperity to the elders, robbed the boys and girls of their play spaces. As if by magic, the fields gave way to factories and houses. Readily enough, the boys and girls adapted themselves to the streets and these served well enough for a time.

The amazing story of the development of the "horseless carriage" is known to all. The automobile industry brought increased prosperity to its citizens and world wide fame to Detroit. But as it lavished its benefits with one hand, it stole with the other. Fine residence streets were despoiled by automobile salesrooms. Noisy, smoky factories invaded home districts. Lives and limbs, especially of children playing in the streets, were sacrificed to the god of industry.

It was late in 1914, that the people of Detroit, recognizing the need of providing opportunity to play for the citizens of all ages, created by ordinance a recreation commission to have supervision over all public recreation. This commission was created by a 60 per cent vote of the electors. Judge Ira W. Jayne was the first superintendent of Recreation under this recreation commission.

At its inception, the recreation commission owned fifty-six acres of property devoted exclusively to recreational purposes. In September, 1920, at which time the Recreation Commission was abolished and a Department of Recreation created with a commissioner at its head directly responsible to the mayor, it owned sixty-five acres.

Today, the Department of Recreation owns 568 acres of land. This is exclusive of park and school board property used by the Department for recreational purposes. The 568 acres includes a 314 acre camp site. Starting with six playgrounds and playfields, the department now owns 33, twenty of which were acquired through condemnation proceedings in compliance with the ten million dollar bond issue for the acquisition and improvement of parks and playgrounds passed favorably by the people in April, 1919.

The Commissioner of Recreation is appointed by the mayor, but all the other positions are under Civil Service regulations. The department is divided into the following divisions: men's and boys' activities, women's and girls' activities, office administration, gardening, maintenance and construction and commercial recreation. The head of each division is responsible to the commissioner for the duties assigned him.

Recreation experts throughout the country have conceded that Detroit has one of the most complete systems in the United States. Its activities are so varied that every one can find something to interest him. The Department of Recreation realizes that any wholesome activity in which a group may be interested in its leisure time is recreational and that it should furnish opportunities for self expression with competent leadership and facilities to all the people regardless of age. That it is doing this is shown by the fact that 42 per cent of the 8,742,000 people attending recreational activities during 1928 were adults and 58 per cent children.

During July and August, 135 playgrounds and 25 swimming pools are open to all the women, men and children. Over 4,000,000 children and adults attended these playgrounds and swimming pools during July and August.

But the city of Detroit has not been extravagant. Cooperation between the Board of Education and the Department of Recreation in the acquisition of land re-

sults in economy for both departments and a saving to the tax payers. The Board of Education erects school buildings with community center facilities, lockers, shower baths and swimming pools, while the Department of Recreation condemns land adjacent for playground purposes when possible. In this way, the Board of Education uses the playground for children during school hours and the Department of Recreation uses the building after school hours.

In the same way, the Department of Parks and Boulevards constructs and maintains playgrounds on park property with the Department of Recreation providing the supervision. The Department of Recreation also co-operates with the Police Department in safety campaigns and with the Health Department in health campaigns. The per attendant cost of public recreation in Detroit for the fiscal year ending June 30, 1928, was $.0866. The maintenance cost for the year was $757,305.39 and the attendance was 8,742,484. Out of every dollar which the tax payer pays into the city treasury, approximately one cent goes to the Department of Recreation.

THE STREET SHOWERS ON A HOT DAY

The Department of Recreation program extends throughout the year with an intensive season during the summer months. Among the activities offered the people are: gymnasium, basketball, swimming, baseball, playground ball, football and other games and athletics, handwork, dramatics, debating clubs, art classes, community meetings, dancing, sketch and painting classes, boys' band, orchestra and choral clubs. These are only a few of the many activities being conducted by the department in its effort to supply a leisure time activity for every one, particularly the older folks who need the stimulus to play as much as the children do.

Some of the major affairs staged by the Department of Recreation during the year include the following: Winter Sports Carnival, a two-day program of skating events; kite day, a city wide tournament staged for kites and model airplanes; Michigan State Championship Track and Field Meet; Aquatic Carnival, a circus of water sports; Field Day, a program of athletic games for boys and girls; Summer Pageant, a program of song, dance and pantomime in which several thousand children take part; and a children's Circus in which the children make their own property and do the animal stunts of a big ring circus.

PAGEANT ON BELLE ISLE

Swimming, considered one of the best all around athletic recreations, is one of the department's most popular activities. The Department of Recreation not only provides opportunity for thousands of citizens to swim in sanitary pools throughout the year, but encourages those not familiar with the aquatic art to learn. The total attendance at swimming pools operated under the supervision of the department during 1928 was 764,318. These included four pools in buildings owned by the department and 15 pools in school buildings.

Receipts from pools which are self-sustaining, totalled $32,265.38.

Gardening is usually thought of as work, but in Detroit it is considered a recreation and a good one at that. Last year in the 79 regularly organized garden clubs there were 2,241 boys and girls enrolled.

Members of the various garden clubs tilled 5.76 acres of land, harvesting crops valued at $5,328.80. The total cost of their crops was $1,995.63. Therefore, the profit of the young gardeners was $3,333.17.

In the sweltering days of summer the Department of Recreation provides street showers for the children in the more congested neighborhoods of the city. A special

(Concluded on page 38)

Vacation Days are Over!

FROM THE mountains and hills, from the rivers and lakes, from the ocean and foreign shores come trooping back the Physical Educators, ready for their tireless work in teaching youngsters how to play. Some have been working in the summer schools, enduring the heat of July and August, some have played at tennis or golf, some have been in the camps teaching others how to swim and play the various games of the out-of-door, some, maybe, have gone home to visit the "old folks." To you all, however the summer may have been spent, we extend our sincere greetings and best wishes for a successful year in the Profession you have chosen. We hope the summer has been an enjoyable one for you and that you are returning to work with renewed strength and vigor.

Have you seen the new "Manual of Physical Education Activities" issued by the State Department of California and prepared by State Director N. P. Neilson and Winifred Van Hagen? In our opinion it is *one of the best,* if not *the* best, of the State Manuals that has appeared. You should secure a copy. No doubt we shall be charged with prejudice in this opinion for, "*believe it or not,*" in a Minimum List of fourteen (14) books specially recommended in this Manual for purchase by California School, County and City Libraries, eight (8) are published by ourselves.

We take this opportunity of extending our many thanks to the friends who have so nobly supported our efforts in the production of a suitable literature in Physical Education. What success has attended these efforts is due to the substantial interest you have evidenced.

As an indication of our continued activities, you will find an announcement on the opposite page which will interest you.

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Important New Books in Press

Creative Activities in Physical Education— Correlated and Integrated Games and Dances (with music) from Many Countries. By Olive K. Horrigan, Assistant Director of Physical Education, Springfield, Mass. **Cloth Bound. 8vo Price $2.00**

Carl L. Schrader, State Director of Physical Education (Mass.) says in his foreword: "Miss Horrigan has built up a very helpful guide for those teachers who are willing to think of all education as a correlated unit rather than as a composite of isolated units. Physical Education lends itself for correlation in a singularly effective way, because its content is such as to arrest attention and invite voluntary interest."

THE CONTENTS—The Great Change in Elementary Education; How Physical Education May Harmonize with Other School Subjects; The Development of Creative Activities; The Use of Poetry in Physical Education; Poetry and Dramatic Activity (for primary grades); Poetry and Interpretive Activity (for primary grades); A Study of the Seasons (for primary grades); Indian Games and Dances (for all grades); Greek History Indoors—Greek Games Out-of-Doors (for intermediate grades); Games and Dances of the Middle Ages (for all grades); An International Dance Program (for all grades); Unique Games of Various Countries (for all grades).

The book is profusely illustrated with photo reproductions and original drawings by Verne Cole.

An Athletic Program— for High School and College Women. By Marjorie Hillas and Marion Knighton, authors of "Athletic Dances and Simple Clogs." Illus. **8vo Cloth Price$2.00**

Miss Mary E. Gross, Director of Physical Education in the University of Washington, says in her introduction: "The group of games here outlined represents the major part of a high school athletic program. They are activities, which, because of their opportunity for team play, comradeship, and demand for skill, possess a decided appeal to the adolescent girl. Participation in vigorous, wholesome play is not only her privilege, it is her right."

THE CONTENTS—Teaching Program; Squad Organization; Play Day Material; *Soccer Program; *Hockey Program; *Basketball Program; *Baseball Program; *Speed Ball and Field Ball Program.

*Note—Each "Program" includes: Bibliography, Tests, Squad Practice, List of Progressive Games, and Description of Games.

An Outline of Physical Education— for the First and Second Grades. By Leonora Andersen, author of "An Athletic Program for Elementary Schools" and Florence McKinley, Director of Phys. Ed. for Women, State Teachers College, Winona, Minn. With Music.
8vo Cloth. **Price $2.00**

This book has been written to meet the need of a suitable variety of the different types of activity adapted to the interests and abilities of first and second grade children.

THE CONTENTS—Part I: Dramatic Play with Music; Suggestions; Type Lessons; Music and Plays. Part II: Dramatic Play without Music; Suggestions; Dramatic Plays for First and Second Grades. Part III: Games for Playground and Schoolroom; Suggestions for Teaching Games; Type Lesson; Playground Games for First and Second Grades; Schoolroom Games for First and Second Grades; Stunts; Relief Drills. Part IV: Planned Programs for First and Second Grades.

Texas, the Land of Romance— An Historical Pageant. By May Ingram Perry. In six (6) Episodes—France, Spain, Mexico, Republic, Union, and Confederacy.

"The history of Texas is unique and unlike that of any other state in the Union. Six flags have waved in her skies, a distinction or a criticism, as it may be viewed, enjoyed or suffered by none of her sisters." **Price 50c**

AN INTERESTING ANNOUNCEMENT

THE National Physical Achievement Standards Committee, after much research and experimentation, has prepared a set of National Physical Achievement standards in the form of a Record Book. The Tests are divided into four groups, viz: Game Skills, Track and Field, Gymnastics, and Water Sports, and cover ages 8 to 20 and over. Blanks are given for Records. A special limited edition of this Record Book has been printed for experimental purposes. A copy will be sent free to readers of The Pentathlon on application to A. S. Barnes & Co.

In the Extra Curricular Library

Thrift Through Education— By Carobel Murphey, Edison Jr. High School, Los Angeles.
THE CONTENTS—The Problem, Definition and Scope; History of Thrift Education; Studies in the Field; Psychological Basis; An Experiment; Suggestions Regarding Thrift Practices.

Commencement— By Gertrude Jones, Lincoln (Neb.) High School.
THE CONTENTS—The Movement to Vitalize Commencement; The Speaker Type of Program; A Pageant; Other Types; Evaluating the Program; Class Pledges and Creeds; Honor Students; Commencement Dress; Administrative Details; Other Senior Events.

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If you have not seen our 1929 Spring and Summer Catalogue of Books on all phases of Physical Education, Send for a copy. Our Fall Catalogue will be ready next month. Shall we send it to you?

A. S. Barnes and Company

Publishers: 67 West 44th St., New York

Games of the Football Type for Elementary School Boys

By D. K. Brace, Ph. D.
Department of Physical Education, University of Texas

FOOTBALL has a natural appeal to boys of elementary and junior high school ages. This appeal leads some teachers of physical education, especially those of limited training, to endeavor to have an elementary school or a junior high school football team.

There are many reasons why American College football is not a suitable game for undeveloped boys. However, many of the skills involved in football are extremely interesting to boys and offer fine opportunities for physical education.

It is the purpose of this article to briefly describe a number of simple games involving the fundamental technique of football, with the exceptions of the technique of tackling. The possibility of injury when undeveloped boys tackle each other, the lack of suitable equipment, and the lack of training and supervision would make it seem wise to not allow tackling in the play of boys in the elementary school and junior high school.

Many of the games listed are also suitable as practice procedures for football. The game element makes the practice more interesting.

The following games have all been used and are presented here in an approximate progression. One or two relays are included, though many relays could easily be improvised. All games are played with a football.

1. FOLLOW THE LEADER

The instructor or one of the boys is leader and sets the stunts. The rest of the class follow in single file and each imitates the leader. Such stunts as the following may be used: Running, hopping, skipping, turning around while running, running on all fours, bear gallop, duck waddle, jumping sideward on hands and feet, and other football conditioning exercises.

2. KEEP-AWAY

a. Eight to ten players in a group are divided into two teams. Using a football, members of one team pass the ball among themselves trying to prevent opponents from gaining possession of it. Playing space for each two teams should be about 20 yards square.

b. Number keep-away is played as is ordinary keep-away except that each time a pass is completed the player catching the ball calls out a number. The first catch is one, the next two, etc. When opponents get the ball the count must begin at one again. The object of the game is to see which team can run up the highest number of consecutive passes. The ball must be passed with one hand over hand.

3. FORWARD PASS DRIVE

Played like ordinary drive except that the football must be thrown. One team puts the ball in play by a pass from the 30-yard line. Opponents must pass from where the ball is touched or caught. If the ball is caught the player making the catch may take five steps toward opponents goal before throwing. Object of the game is for one team to drive the other team back of their goal. The game is won when one team makes a pass over the opponents goal line, and which is not caught. A ball caught over the goal line may be passed from the goal line. Players must take turns in passing. Five to ten players on a team works best. The whole field may be used or two games may be played at the same time on one field.

4. PUNTING DRIVE

This is played like Forward Pass Drive except that the ball is punted. The game is won when the ball is punted over the goal posts.

5. DROP-KICK DRIVE

Played like Forward Pass Drive except that the ball is drop-kicked. The game is won when one team drop-kicks the ball over the opponents goal posts.

6. CENTER NUMBER PASS

Each team or squad of about six boys lines up in a semi-circle about 3 yards back of one boy who acts as center. Players in the semi-circle number off. One boy acts as quarter and calls out a number. The center must pass the ball to the boy whose number was called. Count one point for each good pass.

7. BALL SNATCH

Players of one team, ten or twelve in number, line up in two rows facing each other so that a lane about 3 feet wide is formed between them. Players on the other team, one at a time, run down the lane carrying a football. Those forming the lane try to snatch out the ball or make the runner drop it. Count one point for each ball successfully carried through.

8. SHUTTLE PASS COUNT

This game is a form of Drive, except that one team wins when they have forced the other team back so that they can catch and pass the ball on opponents side of the center line. This can be played on a field 50 yards long. Allow one step only if the ball is caught. The ball must be thrown overhand.

9. CHANGING BALL RELAY

Line each team in file formation. Have about ten players on a team. Players stand about 5 yards apart and stand in a crouched position. The player at one end starts with a ball and runs down the line of team mates, zigzagging in and out around each man. He must carry the ball on the side away from the player he is running around and thus must change the ball from one side to the other. When he reaches the last man he throws the ball back to the head of the line and takes his place at the foot. The team through first wins 10 points. One point is counted off for each foul. A foul consists of not changing the ball or of dropping it.

10. STIFF ARM RELAY

The formation here is like that of No. 9, except that players in the line bend over and grasp their ankles. The runner must change the ball and stiff arm the hips of each man in line as he runs around him. Fouls are counted as before and in addition failure to stiff arm counts a foul. Four teams may compete at once. There should be a judge of fouls for each line. Boys may be used for judges.

11. FOLLOWING THE BALL

Two teams or squads of seven to ten players each line up as an offensive line in scrimmage. The instructor takes his position

on the line between the two teams. He has a ball and acts as center. He picks up the ball with a backward motion and charges forward or diagonally forward a short distance and touches the ball to the ground. Both teams on the line with him charge forward with the ball and line up the minute the ball is down again. Count one point for the first team to line up in a good line and on-side.

12. PIVOT PASS RELAY

Each team lines up in file formation with about five yards between players. All face toward one end. The player at that end of the line starts on the signal and runs to the next boy in line and places the ball against his stomach. This player in turns grasps the ball, pivots and carries it to the next player. Each player takes the place of the man to whom he passed the ball. The last man to receive the ball carries it to the head of the line. The first team through wins.

13. CHARGING

Two parallel lines are drawn about 20 feet apart, and a third line drawn parallel to the other two and half way between them. Opposing teams line up on the center line facing each other and shoulder to shoulder. At the starting signal each team tries to force the other back across the line it is defending. A player once pushed back across the line and the player who charged him across cannot return to play. The side wins which charges most opponents across. Set a limit of one to two minutes. Players are not allowed to use their hands.

14. BACKWARD PASS RACE

Each team lines up in file formation. The whole line starts running on the signal. The first man in line carries the ball and passes it back to the man behind him who overtakes him. This continues until the ball reaches the last man. The team wins which first gets its last man with the ball across the field.

15. CENTER PASS SNATCH

Two teams of five or six players form in two parallel lines and face each other. Lines are about three feet apart. One player acts as a center with a ball at one end of the lane by the two teams. He snaps the ball back between the lines of players who try to catch the ball without moving from their line. A player who catches the ball scores one point for his team.

16. DODGING

This game is similar to "Pull-away" or "Blackman" except that in order for the "It" to catch a player he must tag him with both hands on one thigh. One team takes position in the field and the other runs across. Allow three to five "tries" and count one point for each player tagged, then let teams change places.

17. LINE PLAY CONTESTS

Players are formed into two or more teams which line up on opposite sides of a line drawn on the ground. One team takes the offensive and cannot use their hands. Their opponents on the other side of the line take the defensive and are allowed to use their hands. All play starts on a whistle and stops on a whistle. Play continues for about 30 seconds. One point is scored for each player who gets through the opposing team. It may be well to add two more lines, one on each side of the center line, thus making a contest lane about four feet wide. In case this zone is used one point would be scored for each player forcing his way behind his opponents restraining line. The following events illustrate what to use. The teams may alternate offensive and defensive play for each event, thus allowing each team a chance to score.

a. One hand head push.
b. Head and shoulder push.
c. Side push and slice through.
d. Head push down and slice through.
e. Dive under and carry back.
f. Knee and arm carry back.
g. Head push down and go over.

18. CATCHING BOUNCING BALL CONTEST

Players line up behind a line. Each team selects a thrower. Players number off. The thrower tosses the ball in the air and calls out a number. The player whose number is called runs out and tries to catch the ball on the first bounce. One point is scored for each ball caught on the first bounce. It adds interest to have the thrower of one team throw for opponent's team.

19. RUNNING KEEP AWAY

This game has the same principle as No. 2 Keep Away with the addition that the team wins which can advance across the field first provided that each member of the team has handled the ball once on the way across.

20. TARGET KICK CONTEST

Mark out areas about 10 yards square next to the sides of the field, diagonally opposite each other and about 30 yards apart. One team lines up in the center of the field opposite one area and, taking turns, tries to punt a ball so that it will land on their target. The other team takes a similar position at the other side of the field. Score one point for each kicked ball hitting on the target.

21. ELIMINATION KICK

Teams line up about 40 yards apart. The first player on team A kicks the ball as far as he can. The first player on the opposing team, B, kicks the ball back from where it hit the ground. If B player kicks past the mark from which the A team player kicked the A player is eliminated. If B's kick does not reach the point from which A kicked then B is eliminated. Play continues till all of one side are eliminated. A referee is needed for each team.

22. RUNNING THROUGH

One player is "It" and stands between the goal posts. Other players try to run between the goal posts without being tagged three times on the back by "It." The last player caught is "It" next time.

23. KICK BALL[1]

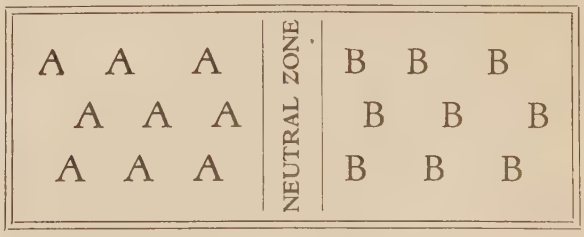
This game is played like Punting Drive No. 4 with this exception. If the ball is caught on the fly it may be kicked in any way. If it is not caught it must be drop kicked from where it was touched. In order to win one team must drop kick the ball over opponents goal.

24. KICK-OFF BALL[2]

Play on a regular football field. One team puts the ball in play by a kick-off from the 40-yard line. Opponents run the ball back as far as possible. The ball is down when the runner is tagged. The team receiving the kick scores points according to the area the runner reached before he was tagged. Areas count as follows: Between 10 and 20 yard lines, 1 point; 20-30 yard lines, 2; 30-40 yard lines, 3; 40-50 yard lines, 5. Each team kicks off three times in succession.

25. PASS NEWCOMB

Pass Newcomb is played on a rectangular space about 15 by 40 yards in size. Use five to ten players on a team. Across the center of the field is a neutral area five yards wide (see diagram).



(Continued on page 43)

[1] Milton M. Perkins, Author.
[2] John L. Keel, Author.

Intersectional Football Supremacy

By Paul Schissler

Football Coach, Oregon State University

A COMMON topic of discussion at the close of the past football season and one which received considerable attention from the press in various parts of the country was the discussion of intersectional football supremacy. The East, the Middle West, or the West—which section produced the greatest football teams and the reasons why, was a subject continuously written about. I have been asked to discuss briefly the comparison of football in the different sections of the country. Having lived in the East and the Middle West for many years prior to coming to the Pacific coast, I have been more or less interested in the topic.

The two incidents which brought about the most active debate on this intersectional supremacy question were the game between West Point and Stanford at New York, December 1, and the game between New York University and our team, Oregon State. Many reasons have been advanced for the complete upset of the dope, both by Stanford and ourselves, in the games in New York City, chief of which was the contention that the boys in the far West come from the "wide open spaces" and are bigger, stronger, and more rugged than the boys from the cities of the East. I know this to be nothing more or less than a myth, for the boys out here are not larger, stronger nor more rugged than the boys in any other section of the country. I am convinced that the truth about the situation is simply this: that all sections—East, North, West, South West, and Middle West—all have great football teams representing their various sections; and when the strong teams of different parts of the country get together, the conditions which govern the game, the mental and physical conditions of the players, in a large measure determine the ultimate result of the contest.

I saw Stanford play West Point in New York two days following our game with the University of New York, and the Stanford Cardinals played a wonderful game, one of the best I have ever seen any football team play. They did everything just right. Their line charge was perfect, their blocking and tackling determined and effective, and everything they did worked perfectly. "Pop" Warner had a great outfit out there that day, and I am sure that the Army team, coached by "Biff" Jones, was having just as bad a day as Stanford was a good one. I am convinced that the Army was not having their best day by any means. This may have been caused by the superiority of the Stanford crew but I am convinced that whenever a line is playing more or less flat-footed as the West Point boys were that day they are not at their top by any means.

I feel the same way about our victory over New York. We had had a season's record which we felt was spotted as much through the loss of several outstanding players from injuries as for any other reason. And in this intersectional game we saw our opportunity to redeem our previous losses in one afternoon, and the boys went out there and played unbeatable football. The New York players, on the other hand, apparently thought the season was over when they scored early in the game and gave us an opening to score early in the second quarter. After that we scored three times more before the Easterners could stop us. I am sure that every coach who has been in the game for any length of time has seen this happen to his own team, either on the winning or losing side. The section from which the boys come has nothing to do with it. It might be that the chance to train outdoors all year in California gives them a slight edge on other schools, but I believe that their advantage in this regard is not as great as some critics have led you to believe.

It looks as though there will be more and more upsets as the years roll on. The reason for it is, in my opinion, the continued development of the game itself and the fact that all sections in all parts of America are having more and more good high school and good prep school football teams. More boys are playing the game; consequently, more individual excellence is being shown. During the past six years that I have been on the Coast, I have noticed that each year the teams as a whole are steadily improving. This is true in all other sections of the country also.

What about the difference between the type of football which is being played in the far West and that of the Middle West and East? I can see no difference at all. The type of football which the team plays usually typifies the type of man in charge of the squad. A certain team on the Coast a few years ago started in at the beginning of the game throwing forward passes all over the field. It was known as the greatest forward passing team on the Coast for years. Later, a change of coaches brought about an entirely different but equally successful style of play, and the success of the two types, so it would seem, was in a large measure dependent upon the personnel and conditioning rather than on the type of offense which was used.

On the whole the Coast teams play a great deal like the teams in the Western Conference and the Conference teams of the East—sensible, more or less orthodox football, the type of play depending upon the varying personnel from year to year. The types of offense used on the Coast vary considerably. Howard Jones at the University of Southern California uses the unbalanced line with the single wing back as the basis of his offense. Price at California uses a similar type of offense. "Pop" Warner at Stanford uses the double wing back, featur-

(Continued on page 41)

The "Party a Month" Plan

Hallowe'en Game Bulletin, October, 1929, City Recreation Department, Pontiac, Mich.

By Ruth Kimball

Director of Women's Activities, Recreation Department, Pontiac, Michigan

Hallowe'en Quotations

"When witches fly, and the owlets cry
And the little dog howls 'ki yi, ki yi,'
When the black cat mews as the nights grow old,
And the snake through the dewy grass glides cold,
It has come, I ween, All Hallowe'en."

* * * * *

"The Goblin Folk Will Get You If You Don't Watch Out"

Do you know the fearful watchword of the cheerful Hallowe'en
When the eyes of all the bogie men come glaring on the scene?
Oh, 'tis something to remember and to whisper round about.
Or the Goblin folk "Will get you if you don't watch out."
But perhaps 'tis vastly better that you shouldn't even ask
When you know a roguish damsel lurks behind each awful mask;
Then your heart will pluck up courage and you'll boldly roam about,
So the Goblin folk will get you for you don't watch out.
—Percy Shaw

* * * * *

Up the airy mountain,
Down the rushy glen,
We daren't go a hunting
For fear of little men,
Wee folk, good folk,
Trooping all together;
Green jacket, red cap
And white owl's feather.
—William Allingham

* * * * *

With the exception of December, October seems to offer the best opportunity of any month for informal parties and entertainments. The possibilities for decoration, games and stunts are almost unlimited so that the Hallowe'en hostess has a large field from which to choose her program. No time of year lends itself better to masquerading, and in many localities everyone appears on the street in carnival attire. A Hallowe'en frolic at which a prize is offered for the person who identifies the largest number of guests before unmasking time is a pleasant method of entertaining. An air of mystery and superstition seems to prevail at Hallowe'en so that all kinds of prophecies are quite in keeping. A fortune teller dressed as a witch is always a popular part of the program.

Invitations. Cut a pumpkin out of a double piece of card board so that it will open like a booklet. Cut eyes, nose and a mouth on the outside, and on the inside write the following verse:

If you like a real Hallowe'en Frolic
And enjoy tomfoolery plus
You're the one we want for our party
To picnic indoors with us.
.....
Come to a Spook Dance on Hallowe'en
When Ghosts are all about;
Just don a sheet and pillow case
And at half past eight step out.
Seek the address that's written
Upon the line below,
But beware of Spooks who greet you
With a spooky weird "Hello."

Decorations. The living room might be arranged like a mysterious forest. Branches of trees could be used, and plants and ferns may be placed around the room on the floor. A Jack-O-Lantern on a stick may serve as a moon and owls and bats cut from black paper hang from the branches. A ghost could lurk in a darkened corner and a black cat with orange eyes gaze from the darkness. Lights covered with green paper give a ghostly light.

Mystic Fates. Hang a rusty horseshoe in a doorway. Give each guest three apples. Each one in turn tries to throw the apples, one at a time, through the horseshoe. Whoever succeeds in throwing all three will be lucky during the coming year.

Consult the Pumpkin. Hang in a doorway a large pumpkin on whose side the letters of the alphabet have been cut or painted. Twirl it quickly and have each guest in turn try to stab some letter with an ice-pick. The letter stabbed is the initial of one's fate.

Fortune Hunting. A ring, a thimble and a piece of money are hidden before the guests arrive. The guest who finds the ring will marry first, the one who finds the money will have wealth and the person who finds the thimble will live un-married.

Three Bowls of Fortune. Put three bowls on a table in a row, one empty, one containing clear water, the other soapy water. Each girl is blindfolded and told to put her left hand in one of the bowls. If she touches the empty bowl she will not marry; the clear water she will marry a bachelor; the milky water a widower. This can be tried three times, the bowl in which she dips her fingers twice determining her fate.

Fortunes. Write fortunes on paper in lemon juice which is a very good invisible ink. Then, one at a time, have each person visit a witch who mumbles a few words, passes one of the slips over a candle then hands the person the written fortune. The words on the paper will appear on what has seemed a blank piece of paper.

Pumpkin Fortunes. Pass a pumpkin to each lady who draws out her fortune. Another pumpkin is passed to the men who in turn draw out their fortunes. Any one can make up fortunes about her guests. A few suggestions follow:

(Concluded on page 35)

Coaching of Soccer Football for Grade and Junior High Schools

By John Johnstone
Instructor, Intramural Sports, University of Michigan

SOCCER is one of the many recreational activities learned by our soldiers in Europe during the war and brought home by them when they were demobilized. It is now being played by adults in the large cities all over the United States. In Detroit, three senior leagues are in operation. In many cities the public schools have soccer football on their program and inter-school games are played, so that soccer football is becoming very popular as a playground activity for grade and junior high school boys during the fall term.

Soccer has many values. It is a game that can be played on any sized playground with the minimum amount of equipment; viz, a ball and goal posts. It is a game which tends to develop soundness of body and the normal functioning of the organs. The fact, too, that it is full of running with many exciting moments is one of the main reasons why it is so enjoyed by boys and so conducive to mental relaxation. While it calls for strength of body, soccer tends, however, to produce firm balanced and supple muscles rather than the massive bulging type. It calls for speed, quick thinking, and quick response of muscle to stimuli. Furthermore, the play is open for the most part and not likely to produce injuries in growing boys.

Character and conduct are stressed in soccer. The players are placed in situations calling for self-control, citizenship or regard for the rules, co-operation with the remainder of the team through the passing game, judgment in action, morale, fellowship and sportsmanship, and the idea of giving one's best to the game, and this training has values in adult life.

The following material will deal with instructions in the fundamentals of soccer and also, on how to play the various positions. These instructions will also apply to practice sessions in speedball, in case it is also included in the sport calendar. Skill in kicking, heading, blocking and trapping is essentially the same in speedball as in soccer but these phases are very apt to be neglected in favor of the more familiar throwing the ball unless the physical instructor lays out a careful practice routine.

Five Weeks Instruction in Fundamentals of Soccer and Fall and Winter Training

First Week

Setting-up exercises; legs, trunk, neck. Footwork; squads in circle formation. Practice; passing, receiving, locating the ball; kicking, blocking, trapping; heading the ball; short distance cross-country run or its equivalent in running up and down the field in fives, passing the ball on the run.

Second Week

Setting-up exercises as first week. Footwork in two ranks about ten yards apart; passing, receiving, and locating the ball; kicking, blocking, trapping; "throw-in" practice; kick-off practice.

Third Week

Setting-up exercises as before. Control of ball with chest, head and feet; heading the ball; dribbling and passing in pairs; goal shooting practice. Passing practice, placing players in respective positions on the field.

Fourth Week

Setting-up exercises as before. Practice goal kicking and the penalty kick. Practice goal shooting beyond penalty area. Practice corner kicks. Practice defense for corner kicks. Practice side throw combinations. Practice defense for side throws.

Fifth Week

Setting-up exercises as before. Practice goal kicks. Practice corner kicks. Practice penalty kicks. Practice free kicks to goal or placing kicks. Combination play, forward line and back line. Defensive and offensive combinations.

Kicking Instruction

I. In kicking the toe is seldom used as not much control can be given the ball. It is, however, used by some on the kick-off, on a foul, and in meeting where you desire to lift the ball into the air (as all toe kicks tend to lift the ball into the air).

Instruction

1. Straight forward swing of the leg.
2. Thigh extended backward and knee flexed.
3. Straighten the knee, swing from hip to toe.
4. Toe is not extended but slightly flexed.
5. Follow through the kick.
6. This kick is often made by leaving the ground with the supporting foot after the kick has been made and returning to the ground on the supporting foot; and is also made on the run keeping up speed after the ball has been kicked.

Kicking With the Instep

II. In kicking with the instep, more control is assured. The ball can be placed where desired especially when shooting.

Instruction

1. On a straight kick the thigh is extended and knee flexed; then the thigh is swung forward but the knee is kept flexed. The purpose is to get a horizontal kick without raising the ball unduly.
2. On the swing kicks, the knee is extended with the toe pointed inward and the foot swings in a circle parallel to the ground.

The advantages of kicking with the instep are as follows: You can give the ball a spinning motion the same as a football punt, and this makes it harder to stop; you can return the ball either on the fly or on the bounce when it is not directly in front; it is effective in passing from wing to center or vice versa; it can be

used to fool the goal keeper on a penalty kick by advancing on the ball from an angle; and finally, it gives the best control in kicking the ball overhead to the left or right or backward. Manipulation of the ball with the feet requires long practice to become expert but does give one great joy when he masters the art.

How to Trap the Ball

A knowledge of trapping the ball is essential to enable a player to receive and propel the ball in midfield and to receive and intercept passes or kicks. Sound judgment is required as to the speed with which the ball travels and the curves and angles which it describes in its flight. There are several methods of trapping the ball. Three of these most easy of attainment are: (1) Trapping with the body below the ribs; (2) With the leg from the knee down to the inside of the foot; (3) With the sole of the foot.

The first method is applicable when the ball has bounced off the ground and risen to a height of about three or four feet, or when the ball is travelling above the ground at this height, or when it is advisable to gain control of the ball in its descent from a height before it reaches the ground. In using this method, the player, if the ball is coming toward him on the rise or on the level, permits the ball to come in contact with his body and immediately bends forward causing the ball to drop at his feet, which, of course are ready to dispose of the ball as the player desires. In receiving a descending ball, the same movements of the body are used with the addition of impelling the body sharply forward.

The second method is used in the endeavor to gain control of a ball traveling with a low flight or on the ground. In using this method, the player sets the receiving foot at a right angle to the line of flight of the ball. The feet are slightly apart with the weight of the body mainly on the opposite foot. The heel of the receiving foot is slightly bent inward and somewhat over the ball when it comes in contact with the ankle and the inside of the foot. The inner bend of the leg has the effect of neutralizing the spin of the ball and causing it to fall or lie practically dead.

The third method is used particularly with a descending ball or a ball traveling on the ground or close to it. To use this method, the player lifts the receiving foot to an angle of about 35 or 40 degrees, six or seven inches from the ground, with the front part or sole of the foot towards the ball. This applies particularly to trapping a ball traveling along the ground.

If a ball is above the ground it is of course necessary to elevate the receiving foot to an extent sufficient to receive the ball and then immediately to drop the foot on the ball so as to bring it to the ground. With a descending ball, it is necessary to put the foot on it at the moment it reaches the ground or just as it starts to rise. This requires good judgment as to the probable action of the ball, for if the ball starts to rise in the direction of its flight the trap is easy, but if the ball by reason of a lateral spin or by striking a tuft or other obstruction has its course deflected, then the player, unless he has jammed his foot on the ball just as it hits the ground, is very apt to lose it.

How to Block the Ball

Blocking is used to stop the ball from going where it is intended to go by an opponent. The fullback uses blocking tactics when he is unable to use his foot in kicking or his head in heading. He usually tries to block the ball by getting directly into its line of flight after it has left the opponent's foot.

If the ball is low, the player simply puts his foot in position with the heel down and sole up to let the ball strike the sole of his foot and be grounded directly in front of him. Then he immediately advances sufficiently far to put his foot to the ball and send it where he wants it to go.

In case the ball is breast high, the fullback receives the ball on his chest and advances between the forwards who are attacking. The ball is carried on the chest during this time because the fullback speeds forward fast enough to keep it there until he is clear of his opponents; then the ball will come down to the ground and he is then able to send it in the desired direction. The half-back uses the block when he is behind his forwards and when the opposing halves have taken the ball from the forwards and kicked it to one of their own side. In this instance, the blocking is a phase of the intercepting tactics of the halves.

The forwards use the foot block when they are close on the opposing fullbacks for the purpose of neutralizing the fullbacks' kicks in their efforts to clear. By being close in on the fullbacks, the attacking forwards have many opportunities of blocking with the foot or trapping with the body.

The exercise of ball-blocking tactics brings us to opponent-blocking tactics where the effort is made to block an opponent in his endeavor to dribble, pass or receive the ball. To block an opponent, the player usually places himself in a position to prevent the opponent's doing anything with the ball.

Blocking an opponent does not mean charging. In blocking there is always a space between the player and the blocker. The latter simply puts himself in position to prevent the opponent doing anything with the ball if he has it, or to prevent him from getting it if he does not have it. This is a play in which the halfbacks should take particular interest, for it is by blocking tactics that the wing half prevents the wing forward receiving the ball on a long or even a short pass—although in the latter case it becomes somewhat of an intercepting move.

The wing half should always be in position to prevent his opponent from receiving the ball.

How to Head the Ball

The ball should be allowed to come in contact with the top of the forehead. The neck is held rigid. When the ball does come in contact, the head gives slightly and then goes through the motion required to deflect or propel the ball.

(Concluded in next issue)

Practice Speedball Technique for Girls

By Elizabeth Beall

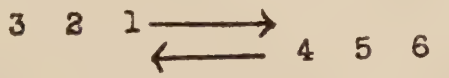
Department of Hygiene and Physical Education, Wellesley College

I. Catching and Passing

1. *From a pass*
Two lines facing each other working in pairs. One passes to opposite team mate who catches, making a "pocket" with arms, hands and body to hold ball—arms giving slightly to break impact of ball.

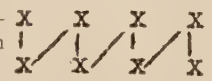
2. *From a kick*
"Pocket" catch used for a high, far kick. One team kicks to opposite team practising running up to meet ball with arms in "pocket" formation.

3. *Two lines*



1 runs toward 4, 2 throws ball to 1 as 1 reaches other line; 4 runs toward 2, and 1 throws to 4, etc.

4. Two lines facing 15 feet apart—practice various throws as used in basketball.



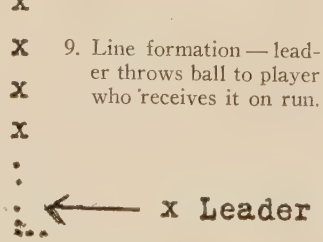
5. Pass to partner while running up field and back. Pass ahead and avoid taking steps while ball is in hand.

6. Single circle formation. Pass ball quickly around circle, using various throws.

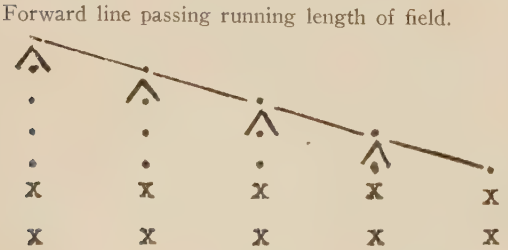
7. Single circle: Leader in center passes ball to each in turn.

8. Double circle: Ball passed back and forth from inner to outer circle. Catch ball on run—stop—pass—Circles run in opposite directions.

9. Line formation — leader throws ball to player who receives it on run.



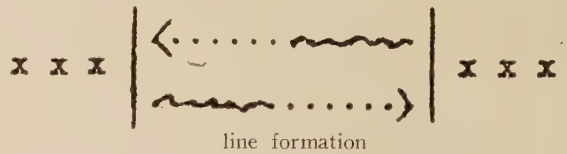
10. Forward line passing running length of field.



II. Kicking

A *Dribble*

1. Dribble, kick and trap



line formation

2. Dribble, kick back with heel.

3. Dribble, and pass, using both L. and R. ft. for pass.

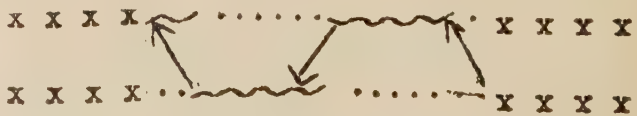
4. Dribble to certain point—loft to self and pass back to next player.

5. Dribble across field—when coach blows whistle, kick ball to opposite who runs to meet it and who dribbles back.

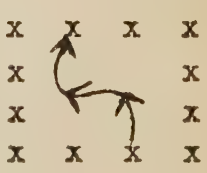
6. Dribble in and out around circle or just around outside circle.

7. Line formation—first player dribbles to rear of line and back, weaving in and out.

8. Dribble and pass in pairs running down field to players opposite.



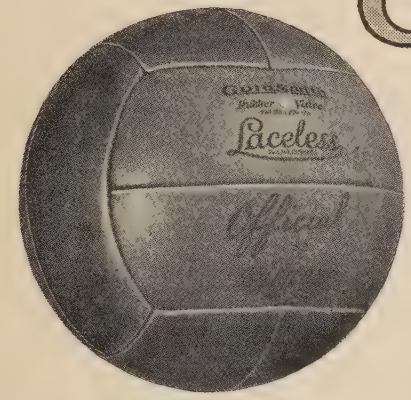
9. Players in square formation. Player dribbles ball at least five times, then stops in front of another player who takes his place dribbling, etc.



(Concluded on page 44)

Speed BALLS

by GoldSmith

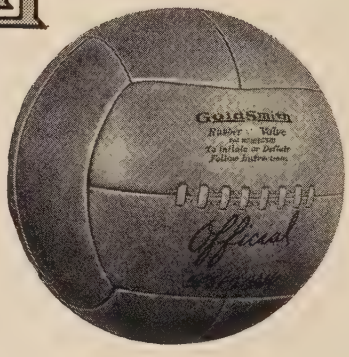


Official Speedball No. S8

Rubber Valve - Laceless - Double Lined

Official Speedball No. S6

Rubber Valve - Laced - Double Lined



No. S8 — English twelve piece pattern. Contains the new and improved all rubber valve bladder. Official in size and weight as specified in the official Speed Ball rules. No dead spots due to metal valve or metal valve caps, perfectly balanced. Made of finest quality English Tempered Hide backed with double lining.

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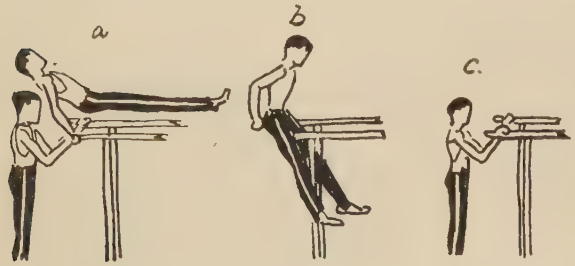
Professor of Physical Education, Michigan State Normal College, Ypsilanti

PARALLEL BARS

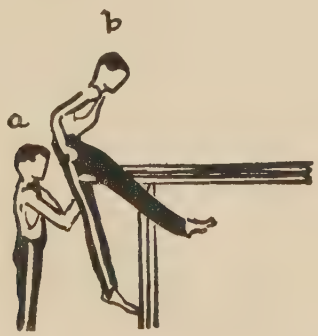
Previous articles in last year's Pentathlon have described exercises on the side horse, long horse, buck and parallel bars. Two series of articles on the parallel bars were given in the May, 1929, issue, and this article proceeds from that point.

Series III

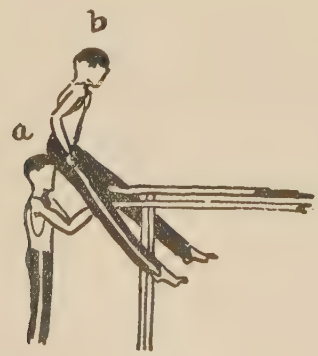
1. (a) Approach; stand and grasp end of bars.



   (b) Swing both legs forward and on the back swing cut off R. leg over R. bar. Regrasp bars at finish.
2. Repeat (a).
   (b) Swing both legs forward and on the back swing cut off L. leg over L. bar. Regrasp bars at finish.
3. Repeat (a).



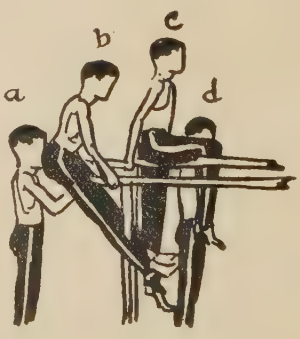
   (b) Swing both legs forward and on back swing cut off L. leg over R. bar. Regrasp bars.
4. Repeat (a).
   (b) Swing legs forward and on back swing cut off R. leg over L. bar. Regrasp bars.
5. Repeat (a).



   (b) Swing legs forward and on back swing execute double cut off. (R. leg over R. bar, and L. leg over L. bar).
6. Repeat (a).

   (b) Swing legs forward and on back swing cut off both legs over R. bar.
7. Repeat (a).
   (b) Swing legs forward and on back swing cut off both legs over L. bar.
8. (a) Approach; stand and grasp end of bars.

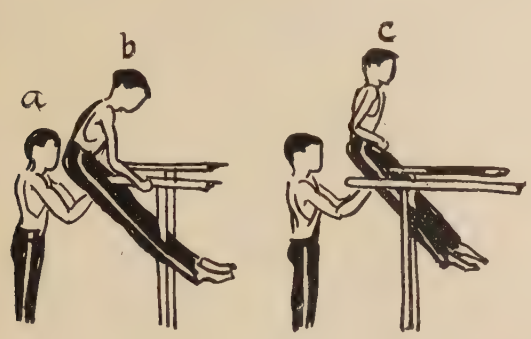
   (b) Spring upward cutting on with R. leg by swinging it outside and over R. bar. Both legs should be raised to momentary front lever. Do not let left leg drag behind.
   (c) Swing back to mat.
9. Repeat (a).
   Repeat (b) substituting L leg.
10. (a) Approach; stand and grasp end of bars.



(b) Spring upward cutting on with R. leg.
(c) Swing both legs over L. bar to outside cross seat on L. bar.
(d) Dismount forward to mat.

11. Repeat (a).
Repeat (b) cutting on with L. leg.
(c) Swing both legs over R. bar to outside riding seat on R. bar.

12. (a) Approach; stand and grasp end of bars.



(b) Spring upward cutting on with R. leg over R. bar. Both legs are raised slightly above bars.
(c) On backward swing cut off L. leg over L. bar and return to mat.

13. Repeat (a).
(b) Cut on with L. leg over L. bar.
(c) Cut off R. leg over R. bar, returning to mat.

14. (a) Approach; stand and grasp end of bars.

(b) Spring upward and execute double cut on, swinging R. leg outside and over R. bar, and the L. leg outside and over L. bar, to momentary front lever.
(c) On backward swing return to mat.

Series IV

1. (a) Approach; stand and grasp left bar with right hand.

(b) Mount: jump upward at end of bars executing a half turn and grasping right bar with the left hand.
(c) Swing back and on forward swing cut off right leg, swinging it outside right hand.
(d) Dismount forward to mat releasing right hand.

(Continued in next issue)

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1229 Arch Street Philadelphia, Pa.

A Study in the History of Dancing

(Continued from page 15)

it was placed a stout banana leaf. The dancer first gave a muscle dance, moving the muscles of his breast and his whole body in rhythm with the music. Next he began to bob up and down, increasing his height each time. Spinning like a top on his left toe, he kept his right leg extended at a perfect right angle and then, leaping on to the leaf, he finally ended his dance by a complete somersault.[8]

At the end of the hunt when the game was ready to be brought in, the natives danced a dance of victory. The dance was around the game with much brandishing of spears. Sometimes in the ceremonials the natives painted themselves all colors and shades and danced to the music of a reed placed in the nose of the musician.[9]

In Java and Bali the child was chosen by the court dancing teacher when she was about six years old and trained to enrich the court ballet. Usually it happened that when the dancing teacher met in the streets a child whom she thought beautiful and who would please the court, she took it. To be chosen was a great honor, even though their lives were to be devoted entirely to the ruler. They only performed dances on state occasions as it was considered a sin to dance any but the traditional dances, and those only on holidays and ceremonial occasions.

[8] Horn, Aloysius, Trader Horn, p 61. [9] Ibid, p 88.

An old legend of Java explains how the ladies of the court began to dance. Ages ago the Goddess of the South Seas fell deeply in love with the king of Java. She devised a dance which she performed for him to express her feeling. He was so enthralled by her grace that he begged her to teach the dance to all the maidens of the court, that they might dance it one time a year in commemoration of that first occasion. And so the dance has been handed down from century to century, with not a movement changed, nor a note of the orchestral accompaniment. It is a dance which is performed in groups of four girls. They are uniformly dressed in a costume comprising a long tight skirt of patterned batik, surmounted by a close-fitting satin jacket; around the waist is tied a scarf with two long ends hanging free; on the head is worn a small gilded crown, perforated in a finely wrought design. The lips are painted scarlet, the face and arms enamelled with white paint, and the eyebrows drawn in an almost exaggerated arch.

The movements of the Javanese in the dance are slow and smooth without any spectacular gymnastics. The Balanese girls execute a swifter dance in which there is more vigorous movement, but not of the legs, for they are restricted by a long tight skirt.[10]

[10] Bloch, Stella, The Dance Magazine, April, 1928.

(Continued in next issue)

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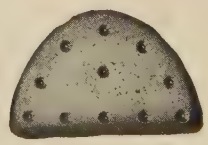

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The "Party a Month" Plan ~ ~ Hallowe'en

(Concluded from page 27)

For the Ladies:

1. The man you'll wed looks like Apollo
   But his head, alas, is very hollow.
2. There is a line within your hand
   Which shows five husbands you will "land."
3. Don't flirt with one who's a breaker of hearts
   He might finish anything he starts.
4. You will wed a country bumpkin,
   Whose head is round, just like a pumpkin.
5. Within your hand there is a line,
   Which shows in diamonds you will shine.
6. Beware O' Spades. They're very bad
   And tend to make your life quite sad.

For the Men:

1. Your partner is a tricky witch
   The trick is telling which is witch.
2. You're going to sail the seven seas
   And travel everywhere you please.
3. Whatever else your fortune is
   Remember you will be a whiz.
4. The witch who tells your fortune true
   Will be the witch who witches you.
5. Beware of any Queen of Clubs
   Or you'll be ranked among the dubs.
6. Whether you win blonde or brunette
   If you gain wealth, she'll get you yet.

October Writing Bee. Give each guest a sheet of paper across the top of which is printed the word "October," with wide spacing between the letters. Players have four minutes to write lists of as many words as they can think, each list beginning with one of the letters of the word October.

Illustrations. Provide each guest with a pencil and paper. Turn off the lights and announce that each person draw an illustration appropriate to the Hallowe'en season. Drawings may feature ghosts, witches, black cats, goblins or bats. In addition each player must write below his drawing just what it is.

The Haunted Corridor. Fix a haunted corridor through which your guests must pass. The sides of the corridor may be banked with corn stalks and branches from which hang strands of fringed gray paper. White kid gloves stuffed with sand may reach out from the walls and amputated white thin legs (silk stockings filled with sawdust) may dangle from the ceiling.

As the guests make their way along the corridor, persons dressed as ghosts thrust some unexpected souvenir into their hands, a piece of sponge wet in ice water, a few grapes from which the skins have been removed, a long piece of cooked macaroni, a tiny piece of liver or an oyster. Mysterious obstacles may block the way, making the path uneven. A motor horn may be placed under a rug. The guide warns the guests as they value their lives not to step on the snake's eggs. On the floor have been scattered crackers or egg shells which crunch under their feet.

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Cathedral Builder or Brick Layer?

(Continued from page 5)

dren, he wants to give you a helping hand and push the good work along. Usually he will even mention specific exercises he wants you to give certain children. A few such friendly conferences with doctors in any community will establish your reputation as a teacher who is interested in the ultimate welfare of the children.

Welcome every opportunity to talk about your work and its ideals to the P. T. A. Tell them what you want to do for their children. The co-operation of parents always means quicker success.

Then reach out to the Women's Clubs, The Chamber of Commerce, and such organizations. Sell your profession and *its ideals* to the entire community, and it in turn, if you arouse its interest, will see that the facilities and teachers needed to advance physical education are provided. And oh! how sadly do our Chambers of Commerce need to be educated in the ideals of our profession! We must make them understand that the community that goes out for winners in Beauty Contests and for Championship Teams is apt to be a community not safe for either the health or morals of its young people.

The Physical Education Teacher and Life's Enrichment

Frequently we physical education people are looked upon as people outside of cultural circles. Fortunately, that attitude towards us is vanishing to a great degree, but it still persists in certain quarters. It was only a few months ago that I mentioned to a person whose profession gives him a claim to membership in the cultural world, that I had been purchasing for myself one at a time, some choice art books. Whereupon he exclaimed, in great surprise, "Why, I did not know you ever read that sort of thing!" Wherein have I failed? Have I, who was raised in a home that surrounded me with fine books, and good music and copies of the world's best pictures, given the public the impression that I am a woman of no cultural interests; or is it that there still are "educated and cultured" people who feel that physical education and culture cannot go hand in hand, that to profess one, you must renounce the other?

And I am afraid it is often ourselves who are at fault. Are we, as members of this profession, ever on the alert for opportunities to enrich our lives? We must admit that our vocation is a utilitarian one and not a cultural one and, in admitting it, we must cling all the more firmly to our innate desire for the fine things in life, things that make life worth living. First must come happiness in our work—then a deep abiding interest in life's enrichment.

Of course we must decide to do a certain amount of professional reading and study each year in order to keep abreast of the times and thereby retain a happiness in our work, but also, we must plan to do a certain amount of cultural reading each year in order to retain happiness in life itself.

Payot in his book, "The Education of the Will," says: "There is but one way of dispelling mental fog, and that is frequently to withdraw from the crowd in meditative solitude, to dwell upon the suggestions of some lofty mind instead of on the mediocre suggestions of one's surroundings, letting the calm of such beneficent influence penetrate to the very depth of the soul."

Just as we will not do our professional reading unless we plan ahead for it, so we will not do the cultural reading unless we plan ahead for it also, and we must plan for the time for reading as well as the books to be read or else time will slip by unused. Plan your reading for the year and stick to it. Include in the list some new, some old books and all removed from professional interests. But also do some reading for professional advancement. Try to buy a book a month, at least one every two months.

Then there are the concert tickets to buy and occasionally a lovely picture for the home and now and then a trip to take to see some other part of the world. All of these things can be taken care of financially if we will only budget our money wisely and stop up the little leaks.

The Physical Education Teacher and the Will To Do

You will not just chance to be a good teacher. You will be a good teacher only if your plans for teaching are good and if your will for carrying out those plans is strong.

Luther Gulick in "Mind and Work" says: "Some of the most successful people have no more than average mental power but they have more than average driving power—the power to hang on. That makes for strength of character."

Epictetus so wisely classified all things into two classes: those things that concern us and those things that do not, and he maintained that we find our happiness in pursuing those things that concern us and our disappointment in pursuing those things that do not concern us.

So let us leave behind the many things that do not concern us and let us think out carefully what does concern us and how best to carry out all steps to accomplish our concerns. Let us not drift along to be the "sport of circumstances."

"One ship drives east, another drives west,
While the self same breezes blow,
'Tis the set of the sail and not the gale
That bids them where they go.
Like the winds of the sea are the ways of fate
As we journey along through life;
'Tis the set of the soul that decides the goal,
And not the calm or the strife."

—Rebecca R. Williams

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C. E. GOODELL, President and General Manager

How Detroit Meets its Recreation Problem

(Concluded from page 21)

crew of men cover a definite route every hot day, using a spray nozzle attached to the fire hydrants.

During the summer of 1928, more than 3,000 boys and girls enjoyed the very best kind of a vacation at the Department of Recreation's 314 acre summer camp. Two separate camps were operated; one for the girls on one side of the lake and another for the boys on the other side. Permanent cabins, kitchens and dining halls were erected and lighting and water systems installed.

This season it is planned to accommodate 250 boys and 250 girls each week. The camp is not a "charity camp," but it is operated by the city without profit, for the average boy and girl. The rate last season was seven dollars for the first week and six dollars for every week thereafter. This included one dollar for transportation. It is the intention of the department to make the rate as low as possible, consistent with good business management. The food is of the best and an expert chef prepares it. Fresh milk, butter and eggs are bought from nearby farmers. Next summer much of the produce used will be raised on the camp's own farm. The children receive the best care. Trained recreational workers provide interesting daily programs of activity. Swimming is allowed only at two definite periods each day and then under the most strict safety rules. A life guard is always on duty during the swimming period. The camp physician examines each child on entry and admission is refused to any who are sick or in need of medical attention. The doctor makes a daily call to camp when "sick call" is sounded by the camp bugler. A nurse is on duty at all times.

In buying a large tract of land for its summer camp, the City of Detroit is planning not only for the present demands, but for the future.

So it is with other things. The recommendations of the Commissioner of Recreation for the next ten years include the following projects: Condemnation of playgrounds and playfields in sections of the city not now having them, at an estimated cost of $2,500,000.

The erection of a community building in the northern section of the city at an estimated cost of $250,000.

The building of two stadiums each to seat 15,000 people where athletic meets, pageants, baseball and other outdoor events can be held. The estimated cost of construction is $20 per seat or $60,000 for both stadiums.

Provision for a natatorium in connection with a war memorial building, or some other civic center, to be erected. This swimming pool to be 100 feet by 300 feet with balcony for spectators. Its cost would be about $200,000.

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Columbus, Ohio Toledo, Ohio

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The Development of Professional Leadership in Physical Education

(Concluded from page 7)

a. This thesis is supported by the tendency in school systems to raise standards.

b. It is supported by the movement to change state normal schools into state teachers colleges.
There are some irregular degrees earned in two and three year programs. These are not standard degrees, and are not generally classed as college degrees. Students earning degrees other than AB or BS have difficulties and lose credit when matriculating for a master's degree.

The wail of physical educators for recognition, for better professional opportunities, should be heard in relation to the partial, narrow, and specialist training of many of its teachers. It is futile for us to bemoan the lack of recognition for our work, and the slight given in school and college faculties in committee and other assignments. When we are prepared to take our place in educational groups not by might but by right of fitness to contribute to common problems, then the discrimination regretted at times will disappear.

Physical educators should be expected to have some information about and some judgment of the Dalton plan, the project method, the Sterling-Towner law, the theory of interest, the transfer of training, intrinsic and extrinsic subject matter, the conditioned reflex, behavioristic psychology, Gestalt psychology, reciprocal innervation, theories of fundamental to accessory, the history of the battle for free schools in America, the philosophy of naturalism, and many other every-day discussions in education. It is not sufficient for one to know that exercises produce perspiration.

6. Professional training in physical education for the higher levels (supervisorships, directorships, professorships) should be through the doctorate in education (Ph.D) with a major in physical education rather than through the doctor of medicine (M.D.)

a. The problems in physical education 20 years ago were considered to be essentially corrective; the problems today are essentially educational.

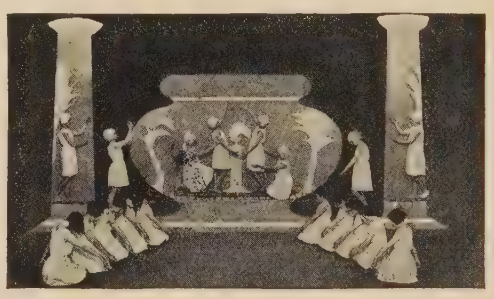
b. The older organization required the professor of physical education to serve also as college physician; today the health service in the college is increasingly assigned to a staff of physicians giving full time to health service.

c. The demands of modern medicine are so great, and the educational problems of physical education so pressing that it is inadvisable to have a combined position.

d. The feasibility of the Ph. D. for the higher positions in the field is indicated by numerous instances where this training is considered acceptable.

e. The doctor of medicine who knows neither physical education nor education is greatly handicapped. Numerous false steps in physical education can be attributed to those who thought that an M. D. gave them a right to speak concerning matters of which they were really quite uninformed.

IN conclusion, then, professional training in physical education should lead its students beyond the corrective, remedial, and substitutional problems that are expressions of modern social organizations. Schools that are unable to go beyond the pioneer traditions of early professional training in America should gradually be replaced, exactly as they have been in the training of general teachers and certain special teachers (as in home economics). University and college departments giving professional training should be zealous in the selection of desirable candidates in this field, should educate them for an educational function in the schools, should help them to realize their best cultural and intellectual as well as their best motor accomplishments. Those with special qualifications should be led to go on for higher training so that the professional leadership in the field may continually advance the cause of physical education and by the same token contribute to the finest type of living by American citizens.



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A Noon Play Program for Junior High School Girls

(Continued from page 9)

very seriously by the girls. Bad sportsmanship, contested games, and game rules are some of the things talked over.

And now we come to the actual planning of the schedule so that every group can play every day. We use the round robin tournament and every group plays every other group of the same grade twice. On the schedule given, the numbers represent the major room numbers for the 9th grade girls. Any number of games can be run simultaneously with this schedule. For example, on Wednesday noon major 10 plays major 16 on court 1 in captain ball and walking relay. It only remains to remember the location of court 1 for captain ball and court 1 for relay races.

As the schedule is run off the games are crossed off as shown in a previous picture. This avoids confusion when the schedule is held up because of rain or for any other reason. The children know that the next games to be played are in the first uncrossed column.

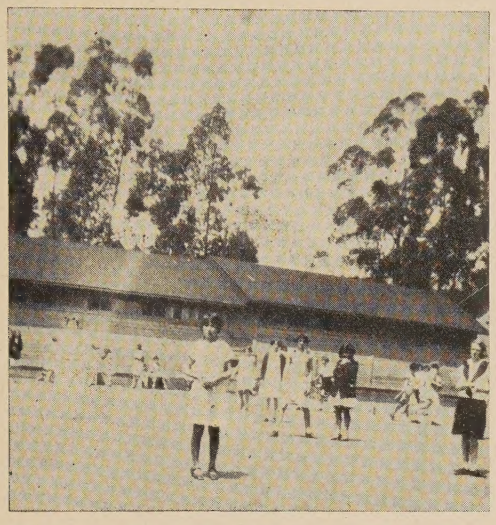
In our noon schedules we have used the following games in a program calculated to give us the maximum number of children participating with the most economic use of play space. It takes about two weeks to play off a schedule.

Schedule Number	*Fall Term*	*Spring Term*
I	Hit Pin Baseball Shuttle Relay Handball	Schlag Ball Stunt Relay
II	Net Ball Bowl Club Ball	Captain Ball Walking Relay Handball
III	Kick Ball Potato Race	Volley Baseball Dodge Ball
IV	Elimination Net Ball (This takes the whole major group)	End Ball Fetch and Carry Relay
V	Pin Basket Ball (7th and 8th grades) 9 Court Basket Ball (9th grade) Basket Ball Goal Shooting Relay	Captain Basket Ball Hopping Relay
VI	Liberty Bat Ball (grades 7 and 8) Field Ball (grade 9) Basket Ball Goal Shooting	Long Ball Baseball Throw for a Strike
VII	Field Ball (grades 7 and 8) Speed Ball (grade 9)	Baseball

Records of the games are kept in three places. The first of the charts is for the supply clerk. She puts a check in the square opposite the court number when the referee comes for her ball. When the referee returns her ball she reports the number of the major winning on her court for that day and the supply clerk places this

number inside the check. Thus the one record checks supplies and games both. Reserve referees and scorers are held at the supply room for substituting in case of the absence or tardiness of the regular officials.

From the supply clerk's daily record a color chart is made. This is kept on the gymnasium bulletin board for all to see. Each chart shows the standing of teams in one sport.



"I HOPE I CAN PITCH IT OVER"

A red block is for a game won, blue for a loss, green for a tie and yellow for a default. We have had no yellow on our charts for several years.

In addition to these charts, the major athletic managers keep graphic records on the walls of their rooms. These vary in size, shape and color and are often very original in conception.

The major whose team wins the most games in a schedule gets a pennant with the name of the sport written on it. These pennants are returned and re-awarded the following year.

For individual awards a point system has been adopted which gives credit for all participation in games. Records of points are kept on the card shown. These records are the only ones the children themselves do not take care of. Experience has shown they cannot handle them accurately though their assistance can make the Physical Education teacher's task a light one.

Three shields are awarded for accumulation of points; a small one for 500, a larger one for 1000 and the largest for 1500. On the shield are the school letters A. H. in old English script. We give no class numerals or other kind of award. The shields seem to satisfy the girls and they are very proud of winning them. At the end of each term the school holds an Award Assembly. Then the winners of the shields appear on the stage in company with others receiving awards for scholarship, citizenship, or special attainment in some field.

These details of scheduling, recording, etc., are not nearly so involved as the details in the ordinary supervision of a noon period. Our noon program made noon supervision by teachers unnecessary.

(Name) (Major)

Alexander Hamilton Girls' Athletic Point System

Athletic Manager for major (25 per quarter)							
Captain of a team	(10)						
Play Day Team	(50)						
Bonus for winning play day team	(10)						
Member of noon major team	(25)						
First place—noon schedule	(50)						
Second place—noon schedule	(30)						
Third place—noon schedule	(15)						
Perfect attendance in Phys. Ed.	(50)						
Referee for Play Day or Noon	(25)						
Scorer for Play Day or Noon	(15)						
Play Day helpers, guides, etc.	(10)						
Winning squad in Phys. Ed. class	(10)						
Raising posture two grades in term	(25)						
Playground game after school	(5)						
Store Room Supply clerks (25 per quarter)							

Intersectional Football Supremacy

(Concluded from page 26)

ing the spinner plays with reverses and fake reverses playing the leading part in the attack. Bagshaw at Washington uses a combination of kick formation and the single wing back offense. Hollingbery at Washington State College uses the unbalanced line and the single wing back. McEwen at Oregon uses the double wing back Warner formation with the tail back in a kicking position and the fullback about three and one-half yards behind the inside guard of the unbalanced line. Erb at Idaho has used the California formation similar to that used by Price and Andy Smith before him—the unbalanced line with the "Z" formation backfield. Montana uses this same type of offense. At Oregon State we have been using a variation of the Notre Dame shift with a balanced line and have combined this with a short kick formation offense.

Most of these teams, the past few years, have shown a versatile offense combining their running attack pretty well with their open play. The tendency of the Coast teams the past three years, however, has been more or less toward continued offensive play and carrying the ball outside of their own thirty-yard line. The University of California, which was generally considered to be the best defensive team on the Coast, was the only exception in 1928. The "Golden Bear" played a strong defensive game and relied a great deal upon the kicking of their great triple threat man, Lom.

In general, the teams in the East and Middle West are also using this same varied type of offense, and the defensive methods are the same. Frankly, I feel that intersectional victories nowadays may go to any part of the country. The winning or losing will depend in a large measure on how the team comes through physically after having played a tough schedule and on the mental attitude the players take toward their intersectional opponent.

The Planning of Athletic Fields

(Continued from page 19)

the wear better than other varieties. A grass baseball field has certain portions of it bare, or as it is termed, "skinned." The first area to be "skinned" is that around the home plate. This area should be in the form of a circle around the plate as a center and with a radius of ten feet. Also the space in which the pitcher stands should be "skinned." This should be an oval shaped area fifteen to sixteen feet long and seven to eight feet wide with the long axis on a line with home plate and second base. There should be a two and one-half foot "skinned" lane from home plate to first base and from third base to home. In addition to these definitely prescribed areas, the territory in which the infielders operate should also be bare. A rough guide for determining this area is to draw an arc, with the pitcher's box as the center and with a radius of 70 to 80 feet, cutting the first base line and the third base line. Then, if the territory inside of this arc and up to the lines from first to second and from second to third is "skinned," a suitable field will be assured. It is customary, however, to extend this "skinned" area slightly beyond the arc at the points where the short stop and second baseman play. The infield grass continues to to within two feet of the base lines from first to second and from second to third with sectors cut out at first and third to allow these basemen to play in closer without coming onto the grass.

It is desirable, when possible, to give special attention to the pitcher's, batter's and catcher's boxes since these areas are more used than any others. A fairly heavy clay seems to give the best results here. It is more firm and will not wear away as fast as other materials. Also, less dust will result from this material than from lighter soils. However, if a clay is used it is necessary to protect these areas from too much water since clay is very sticky when wet.

Tennis Courts

There are two types of construction in general use by schools in this district for tennis courts. These are the clay courts and the concrete courts. In some places various forms of asphalt courts are used successfully. In Detroit and elsewhere courts made of crushed stone and asphalt have proved very satisfactory. However, the most generally used courts in this location are of clay or concrete.

In constructing the clay courts it is essential to provide good drainage. This is secured by placing suitable tile beneath the court and by properly grading the surface. The court should slope down approximately three inches from the net to the service line, and the same slope continued on through the back court for surface drainage.

In building a court there should be one foot of coarse gravel rolled down with a heavy roller. On top of the gravel should be four to eight inches of heavy clay. The top surface of the clay should be rolled down with a lighter roller than is used for the gravel. Blue clay is the best material although there are also some good yellow clays. If the surface is too sticky, a little light sand sprinkled over the top helps out.

Anyone contemplating the construction of concrete courts can secure full information and complete specifications free by writing to the cement companies. The Portland Cement Co., for example, publishes a little pamphlet with drawings, specifications, concrete formula and all other information necessary for the construction of a court. Here again there should be a lower strata of gravel to provide suitable drainage. As in all other cases mentioned, the gravel should be rolled down with a heavy roller before anything is put on top of it. This is to prevent shifting of grade. With the gravel properly graded and rolled a three inch layer of reinforced concrete comes next. This concrete should be reinforced with wire mesh. There should be a one inch playing surface of fine concrete on top of the three inch coarse concrete. The concrete for the playing surface should be made without gravel and with one part of cement to two parts of sand. This makes a very rich mixture and should result in a tough as well as a smooth and fine surface. Coloring matter, if desired, can be added to the mixture for the surface layer. Carbon black or black oxide or manganese in varying amounts

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will give different shades of gray, darker than the plain concrete. Other materials may be used to provide red or green tints.

The surface drainage for a concrete court is somewhat different than that for a clay court. A concrete court should slope both ways from the service line. That is, the service line should be the highest part of the court so that water will run both ways from that line. An open crevice should be left, properly screened, under the net with openings into a tile below for carrying off surface water. A similar arrangement should be provided at the back of the court.

So far, each type of playing field has been considered independently and from the point of view of one able to secure whatever is most desirable. This, of course, is not always possible. Usually one has to take what he can get, but even so it is desirable to plan so that eventually proper facilities may be available. In this way the athletic facilities can be extended and developed as land and funds become available, with minimum loss and waste.

Composite Athletic Field

But it will always be necessary, probably, for some schools to take care of all of their outdoor activities on one field. Even so, careful planning will make it possible to carry on a complete program with very little interference and with but minor handicaps in the way of improper arrangements. In planning a composite field, that is, one to serve all purposes, it will prove desirable to make the field relatively broad compared to the length. The writer has worked out a plan for accommodating all of the major outdoor sports on a field 270 feet by 560 feet, which would not seriously handicap any of the sports. If, in addition to this area, it is possible to extend one side of the track to make a 220 yard straightaway, then the arrangement would be quite satisfactory for a small school. As shown in the accompanying diagram, the football field lies north and south while the first base line of the baseball diamond extends in a westerly direction from home plate. The right field is a little short, measuring about 220 feet, but would serve satisfactorily. The track measures 100 yards on each straightaway and 120 yards around each curve. There is also a sprint straightaway on the east side.

Of course, it would be very difficult to keep grass on a field used as continuously as this one would be. Also, the various special elevations for the baseball diamond would have to be dispensed with.

It is assumed that permanent bleachers would be placed just east of the track and that temporary bleachers could be used west of the football field for football games and north of the baseball diamond for baseball games.

There is one disadvantage with this layout in that spectators in the permanent bleachers would have to face the sun. The facilities should be planned, however, especially in a plant of this size, primarily for those that participate. The contestants are well provided for in this plan and the spectators would have to make the best of the situation which, after all, is not serious.

Games of the Football Type for Elementary School Boys

(Concluded from page 25)

The object of the game is for team A players to pass the ball into the opposite court so that it will land in the court without being caught by team B. Team B players try to catch the ball. Each time one team drops the ball the opponents score one point. Fifteen points may constitute a game.

26. KNOCKING DOWN

This game is played on a field like that of the previous game, No. 25. Team A, however, is divided with half of the players on each side of the neutral zone. Team B, likewise has half its players on each half of the field. The object of the game is for those on A team in one half of the field to pass the ball to teammates on the opposite side of the field. The opponents, team B, try to knock the ball down to prevent its being caught. If the ball is caught by the side making the pass no points are scored but the same team may pass it again. If the ball is knocked down by opponents of the side making the pass the team knocking down the ball scores one point. A game may be counted by time played or points made.

27. PASS BALL

Pass ball is played on a field 30x60 to 50x100 yards. Across each end of the field is a line parallel to the end line and 5 to 10 yards from the end line, thus forming scoring zones. The object of the game is to carry the ball across the goal line after catching it in the scoring zone at the end of the field. Play is started by a forward pass instead of a kick off. A player may pass the ball in any direction to a team mate or may run with it. If a player is touched by an opponent while he is holding the ball it goes to the opponent at that spot who then may put it in play by running or passing. He has a free zone of 10 feet radius while putting the ball in play. If a pass is intercepted or recovered the ball must be put in play at once by a run or pass. In order to score a goal the ball must be carried across the goal line after it is caught in the scoring zone. Each team, therefore, tries to advance the ball and pass it to a team-mate in the scoring zone who then tries to run with the ball across the goal line. If he cannot do this without being tagged he may pass it to a team-mate somewhere else in the end zone or outside as he wishes.

28. DROP KICK CONTEST

For this game sufficient space is needed on each side of the goal to allow drop kicking. One team spreads out on one side of the goal posts while the other team forms on the opposite side. The ball is put in play by either team. The object of the game is to drop-kick the ball over the goal posts and to catch it when opponents kick it over. One point is scored if the ball is drop-kicked over the goal posts and one point is scored if opponents fail to catch the ball when it is kicked over. Teams alter-

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nate in kicking. The ball must be kicked from beyond the five yard line. Teammates must take turns in kicking.

29. DROP KICK FOOTBALL

This game is played like football except that the ball can be put in play *only* by a drop kick. Each team is allowed four downs (or kicks) in succession. The ball then goes to the other team. If a kick is intercepted the ball must be put in play at the same point from which the intercepted kick was taken. A score is made by drop-kicking across opponents goal line.

30. FORWARD PASS FOOTBALL

Play is about like that in football except that the ball can be put in play only by a forward pass. Teams should use signals. The ball is down where it is caught if the pass is completed. If the pass is incomplete the ball goes to the other team and is put in play at the point from which the incompleted pass was put in play. A team retains the ball as long as it can complete passes. A score is made by completing a pass over opponents goal line.

31. TOUCH FOOTBALL

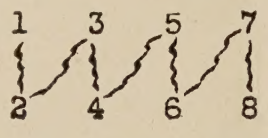
Touch football needs no explanation. It is played like football in all particulars except that no tackling or rolling or rough blocking is allowed. A runner is "downed" when he is tagged. It adds to the difficulty of stopping a runner to require that he must be tagged with both hands on one thigh.

For most of the games listed above the playing space is smaller than a regulation football field so that a large class of boys may be divided into several teams and two or more games may go on at once. In introducing these games to the elementary school boys it is not necessary to explain that they "lead up" to football because the games will have sufficient appeal in themselves to make them interesting and worthwhile playing.

Practice Speedball Technique for Girls

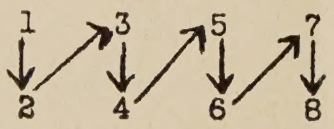
(Concluded from page 30)

10. Line formation—No. 1 dribbles to 2—2 to 3, etc. down the length of line and back again.

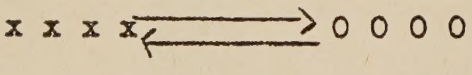


B *Punt and Drop Kick*

1. Without ball. Hold imaginary ball at arms length. Take one step with L. foot—and kick with R. Repeat several times.
2. With ball. Same as above stressing accurate dropping of ball on instep.
3. Two lines facing. One punts or drop kicks to 2—2 to 3, etc.



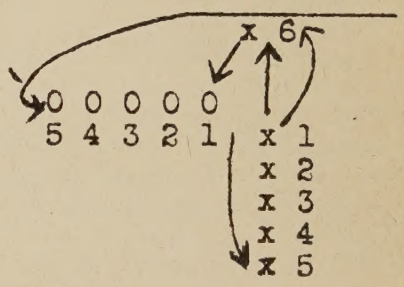
4. Players numbered—one punts into group calling number of one to receive it.
5. X drop kicks to O who punts back—after completing kick follow up and go to end of opposite line.



6. One player punts; person catching 3 punts first becomes "punter."

C *Place Kick*

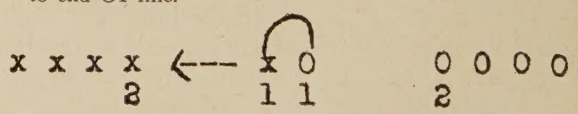
1. Line formation at penalty mark. O1 places ball. X1 kicks—follows up and becomes goal guard, receives next kick and passes to O2, then goes to end of O line. O1 goes to end of X line.



2. Loft to self and pass to opposite line. Combinations of dribbling and punting—dribbling lofting to self and passing.

III. Dodging and Avoiding

1. Circle formation—pivot toward outside of circle and pass.
2. Keep away.
3. Juggle and pass. 1O juggles over approaching opponent 1X and passes to 2X running to end of X line. 1X goes to end O1 line.



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INDEX TO ADVERTISERS

ATHLETIC TROPHIES — Page
Weyhing Bros. 38
William Schridde Co. 37

BOOK PUBLISHERS
A. S. Barnes 22, 23, 33
John Joseph McVey 33

FIELD AND GYMNASIUM EQUIPMENT
A. G. Spalding & Co. ..... Inside Rear Cover
Chicago Gymnasium Equipment Co. ..... Inside Rear Cover
Fox Tent & Awning Company ..... Inside Front Cover
Vestal Chemical Co. 36

HEALTH MATERIALS
Denoyer-Geppert Company ..... Inside Front Cover
Dwight Posture Models 44
Kling Novelty Company 35

SPORTING GOODS, CLOTHING, SHOES, SUPPLIES
Aldrich and Aldrich ..... Rear Cover
Athletic Supply Co. 38
Brooks Shoe Mfg. Company 34
Chancellor and Vaughan 2
E. R. Moore Company 40
The P. Goldsmith Sons Co. 31
Trojan Athletic Wear Co. 42

GENERAL
Chicago Normal School of Physical Education 39
Fisk Teachers Agency 37
Rocky Mountain Teachers Agency 43
The Dancing Master 37